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USE OF RADIOPHONIC TEACHING IN FUNDAMENTAL EDUCATION.

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A PILOT STUDY WAS CONDUCTED IN EL SALVADOR AND HONDURAS TO TEST THE FEASIBILITY OF MULTINATIONAL EVALUATION OF THE RADIOPHONIC SCHOOL SYSTEM IN LATIN AMERICA. RADIO SCHOOL PROGRAMS WERE EXAMINED IN TERMS OF THEIR EFFECT ON PARTICIPANT ACHIEVEMENT, SATISFACTION, AND APPLICATION OF ACQUIRED SKILLS AND KNOWLEDGE. ATTITUDINAL, SOCIAL, AND CULTURAL FACTORS ASSOCIATED WITH THE SUBJECT STUDENTS AND THEIR SCHOOL GROUP LEADERS, MONITORS, AND ADMINISTRATORS, AS WELL AS ANY SPECIFIED LIMITS WITHIN WHICH THESE SCHOOLS MUST OPERATE WERE INVESTIGATED. INTERVIEW DATA WERE GATHERED FROM A SELECTED SAMPLE OF ADULT STUDENTS (PRESENT AND DROPOUT, 15 YEARS OF AGE OR OVER), AND REPRESENTATIVES AND MONITORS OF THE SCHOOLS. THE FINDINGS OF THE SUBJECT SURVEY WERE COVERED UNDER FOUR MAJOR TOPICS--(1) STUDENT ACHIEVEMENT RELATIVE TO LITERACY, GENERAL ATTITUDINAL AND BEHAVIOR PATTERNS, AND OTHER INDIVIDUAL STUDENT CHARACTERISTICS, AND THE EFFECT OF SCHOOL AND CLASSROOM ENVIRONMENT ON THESE CHARACTERISTICS, (2) STUDENT ACHIEVEMENT IN AREAS OUTSIDE OF SCHOOL AND KNOWLEDGE APPLICATIONS, (3) STUDENT SATISFACTION WITH RADIOPHONIC EDUCATION, AND (4) GUIDELINES FOR FURTHER RESEARCH. (JH)

**USE OF RADIOPHONIC TEACHING IN
FUNDAMENTAL EDUCATION**

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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FORWARD

FORWARD

One of the goals incorporated into the Alliance for Progress is that of speeding up the attack on illiteracy in Latin America. At the Punta del Este conference, at which the Alliance was adopted, then Under-Secretary of State Dillon said that the United States was ready to finance an inter-American task force for this purpose.

Among existing facilities for educating the rural population in the various Latin American Republics are the radiophonic school systems of the Roman Catholic Church. These radiophonic schools are attempting, with minimum equipment and support in most cases, to teach, via the medium of radio, the basic elements of reading, writing and arithmetic. They also offer various types of instruction in the field of community development, civics, public health, agricultural methods, home economics and adult education.

Since the role that radio can play in fundamental education is obviously a potentially great one, the Department of Health, Education and Welfare authorized the Roper Public Opinion Research Center at Williams College to conduct a qualitative pilot study of the radiophonic schools in El Salvador and Honduras. Specifically, the study was intended to explore the ways in which a wide range of social and attitudinal factors appear to affect individual success and satisfaction in achieving literacy through radiophonic instruction. *

*

It was originally intended that this pilot study be done in Colombia, where the radiophonic school system originated in 1947 and where it has reached a high level of development under the name of Radio Sutatenza. However, it was not possible to do this because of unforeseen and insurmountable opposition to the survey on the part of Radio Sutatenza. Consequently, it was necessary to conduct the pilot study elsewhere.

Moreover, it is envisioned that this pilot study in El Salvador and Honduras will lead to a second phase in which the research methods and indices developed in the initial phase will be extended to other countries in which radiophonic education is in process, making possible the comparative analysis and evaluation of the development of radiophonic schools in different nations and cultures. An important aspect of this initial exploration was thus to determine the minimum conditions under which a systematic evaluation of the radiophonic schools' success and an empirical analysis of their functioning could be undertaken. Some major guidelines for such future research are given in the closing pages of this document. However, the present report must lean heavily on the principal investigator's observations and impressions rather than on closely documented interview material for descriptions and judgements about details of the functioning of the radiophonic schools.

INTRODUCTION

INTRODUCTION

El Salvador and Honduras are representative of an area in which illiteracy is extremely high.*

	Illiteracy among Population 15 Years of Age or Older*
	%
Costa Rica	20.6
El Salvador	60.6
Guatemala	70.6
Nicaragua	61.6
Panama	30.1
Honduras	64.8

Moreover, both El Salvador and Honduras remain primarily rural (approximately sixty-five and seventy-five percent respectively of their populations were in places of fewer than 2,000 inhabitants in 1960). Rural illiteracy rates are substantially higher than those reported above; rural school achievement is below the national averages, which in 1950 stood at about one year of schooling for the population over fifteen years of age in both countries.

An indeterminate but large proportion of children at present, especially in rural areas, never enter school or abandon the school after a year or so. The ranks of those reaching adulthood as illiterates are therefore still growing.

Though the radiophonic schools are not intended to substitute for the official primary school system, which in theory provides free and obligatory schooling to all Hondureños and Salvadoreños, particularly in El Salvador a very

* All the figures on this page are from UNESCO. Proyecto Principal de Educacion, Boletin Tremestral, No. 1, Enero-marzo, 1962

substantial part of the radio school enrollment is among youngsters less than fifteen years of age.

However, this evaluation of the success or failure of these radiophonic schools views them primarily as a unique, organized, large-scale attempt to educate rural adults in these countries with all the advantages (i.e., no competition) and disadvantages (no precedent, resistance to innovation, inadequate financing) that this condition entails. Also, it should be kept in mind that these schools are still in an early stage of development having been in existence only a matter of months at the time of the survey, and many of their problems and shortcomings can, with the best of progress, only be resolved with the passage of time.

In El Salvador, where the main research effort was concentrated, 994 of the 1,048 schools had been in existence for nine months at the time the survey was carried out. * Thus, while any rigid evaluation can be regarded as premature, the opportunity to test relationships and observe patterns of procedure was present.

* After a faltering start with some 80 schools, six months before the survey, the Honduran operation was relaunched with all 360 schools commencing the program from the beginning in June, 1962.

I. RADIOPHONIC EDUCATION IN EL SALVADOR AND HONDURAS

Cultural Popular Action in El Salvador and Honduras is an organization within the Catholic Church and is under the jurisdiction of the Archbishop Primate of each country. Its principal function is the operation of the radiophonic schools. This section describes the organization of the schools, the functions of various individuals who participate, the ways in which students are recruited and supervised, and the curriculum.

A. Organization of Schools and Personnel

1. Priest/Administrators:

A priest is assigned by the Archdiocese as Director of the Radio Schools. In both El Salvador and Honduras, a second priest has been assigned as coordinator and field director. Although there is no rigid definition of which tasks fall to each, the senior priest is generally involved with

- a. relations with the administrative and technical staff of the radio station, which is owned by the church;
- b. recruitment and control of specialists in the various fields covered by the curriculum (agriculture, hygiene, history, et cetera) to prepare and broadcast lessons. (He personally teaches the classes in religion, morals and related matters.);
- c. correspondence, public relations, fund-raising, office management and all other administrative duties.

In the case of El Salvador, the senior priest, in addition to his duties in the radio school, is pastor of a parish and gives classes in English to children.

The junior priest is concerned primarily with a) visiting the various schools throughout the country in order to inspect the classes, facilities and equipment; b) recruiting and training local representatives and monitors; c) resolving complaints and problems; d) keeping a file of periodic reports which are submitted by monitors, representatives and parish priests on attendance, student performance, and related matters.

In the headquarters of the radio school, in addition to these two priests and some clerical personnel, are a lay administrator and technical personnel concerned with the operation of the transmitter, and the specialists, who prepare and broadcast the lessons, usually on a part-time basis.

2. Parish Priests:

In the field, the various radio schools are under the control of the rural parish priests in whose parishes the schools are located. These rural priests, in turn, are responsible to the priest/administrators of the schools insofar as the operation of the schools is concerned, but they are under no obligation to participate in the project if they feel it is unwise, inopportune or inconvenient to do so. It is entirely possible (albeit unusual) for a parish priest to refuse to cooperate either in the organization of the schools or in their proper supervision once organized. There was little evidence in either El Salvador or Honduras of any concerted effort or strong pressure on the part of the

archdiocesan hierarchy to enforce cooperation or adherence to specified standards by the rural parish priests. Since the research was not extended into areas where no schools exist, no firm estimate can be made as to how important the resistance or indifference of parochial clergy has been as a limit on the extension of radiophonic schools. However, the field director's observation of school operations confirms the importance of the parish priest in setting the time for the program's functioning within parishes.

3. Parish Representatives:

Each parish priest, in cooperation with the priest/administrator of the school, appoints one or more parish representatives depending on the geographic expanse of the parish or on the number of schools within the parish. The parish representative is asked to visit the schools assigned to him according to a regular schedule, counselling and supervising the school monitors, who are appointed by the priest/administrators, by the parish priest, or by the parish representative.

4. Monitors:

Each school has a monitor who conducts the classes, tunes in the radio, keeps attendance records, and maintains material and equipment (blackboards, booklets, notebooks, et cetera). He also reports in writing and orally to the parish representative and the parish priest, as well as directly on mimeographed forms to the priest/administrators in the capital. There are no educa-

tional requirements for the role of monitor, but monitors can usually interpret instructions, write words and symbols on the blackboard, and correct drills.

All lay field personnel connected with the program are unpaid.

This can create difficulty since, therefore, some parish representatives and monitors feel no obligations to perform their duties conscientiously, especially when their school duties interfere with their source of income. While a sense of responsibility may prompt lay personnel to perform their duties to the best of their ability once they accept the position, the fact that all help is volunteer poses some problems for recruitment.

Statistically, as of September, 1962, the situation of the radiophonic schools was the following:

	<u>El Salvador</u>	<u>Honduras</u>
Population	2,615,000	1,950,000
Number of Parishes	152	85
Number of Parishes with Radio Schools	60	25
Number of Schools	1,048	324
Number of Students Fifteen Years or Older Who Have Enrolled	5,428	6,965
Total Enrollment	11,938	7,560

B. How the Schools Function

The radiophonic school system was designed, basically, as a means of

reaching rural adults in remote areas where there has been no opportunity to attend the regular schools. While this basic objective has been fairly well adhered to, the program has deviated in some respects. As has been noted, in El Salvador fifty-five percent of the enrolled students are under fifteen years of age. On the other hand, the radiophonic school in Honduras, with greater deference to the prerogative of the regular schools, discourages children from attending the radiophonic schools, with the result that only eight percent of the students are under fifteen years of age.*

Students are recruited chiefly by the parish priest, by the priest/administrator, or by neighbors or friends who are already enrolled. In any case, when a group of friends or neighbors, or a family group, decides to participate, they go to the parish priest and the group leader signs a contract with the priest to buy a single-band battery radio, which is imported from Japan. These radios cost approximately \$25.00. The head of the groups arranges to pay a small sum to the priest each month until the radio is paid for.

In El Salvador, ninety-one percent of these school units are "family schools," in which one person pays for the radio (although non-members of the family may participate in the classes); whereas in Honduras less than three percent are family schools and the units are comprised of adults

*Official policy in both countries is to maintain in theory the basic legal requirement for children to attend a regular primary school for a minimum number of years (six in El Salvador and between the ages of seven and fifteen in Honduras). Since the radiophonic schools are not set up to satisfy the legal standards for primary education, they are not encouraged to enroll children.

from various families who agree to form a radio school and share the cost of the radio. These are called "general schools."

Once the radio has been contracted for, the priest or his representative appoints a monitor to conduct and be responsible for the classes. In the family schools, this monitor is usually the head of the family, or if he is either unsuited for or uninterested in the job, an older son or daughter. In the general schools (multi-family), the monitor is the person who, in the priest's estimation, is the most intelligent and alert. In some cases, he is not in any way related to other members of the school unit.

These school units may vary from as low as two, to as many as fifty or sixty students each, although no school is supposed to have more than twenty. The average number of students per radio school is eleven in El Salvador and twenty-three in Honduras.* At the time of the survey, most parishes (sixty percent in El Salvador and seventy percent in Honduras) had no radiophonic schools while others had fifteen and frequently more than that number.

Once the school has been established, the radio delivered and the monitor appointed, the priest delivers to the monitor the necessary material (blackboards, text books, writing material) and instructs him in their

*Including those under fifteen years of age.

use.* He, or the parish representative, inspects the room in which the classes are to be held and makes suitable suggestions.

In some of the wealthier and better-organized communities, classes are held in a public place (the parish house, the public school room, the town hall). In the vast majority of cases, however, they are held in the home of the monitor of the school or in the home of the individual student who contracted for the radio.

Classes are given daily, as follows: From 5:00 to 6:15 A.M. and from 5:45 to 7:20 P.M. in El Salvador; and, in Honduras, 5:00 to 6:00 A.M., from 2:00 to 3:00 and from 7:30 to 8:30 P.M. The monitor takes attendance, marks the student's own attendance card, adjusts the radio. Once the class starts, he points to a chart (with which he was provided earlier by the priest or parish representative) according to instructions given by the radio professor; or he may write on the blackboard the letters, numbers, or sentences dictated by the professor; or lead the group in reciting or reading aloud from the blackboard, chart or text book; or check the written work of the students. He will call upon members of the class to answer questions put by the radio professor, check their homework from the previous day and try to keep student attention focused on the radio and the visual aids. During

* In Salvador, for instance, the requisite material is as follows:

- "(a) radio-receiver, battery;
- (b) steel hoop to serve as bell;
- (c) blackboard with pointer, chalk and eraser;
- (d) reading booklet, or textbook;
- (e) notebook, pencil and eraser for each student;
- (f) a small clock;
- (g) a crucifix which indicates a Catholic school;
- (h) a small statue of Our Blessed Savior."

non-class hours, he will make written periodic reports to the parish priest or the parish representative on attendance, enrollment, radio reception, civic projects accomplished in accordance with the school's suggestion (e.g., road construction, latrine sanitation, flooring in houses, tapping wells). It is also his duty to collect payment for the radio. Once a month, he attends a parish-wide meeting of monitors and parish representatives with the parish priest to make a progress report and discuss problems of mutual concern.

C. The Curriculum

Following are the schedules of classes for the two countries, as of summer, 1962:

EL SALVADOR

<u>Hour</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
<u>A.M.</u>						
5:00	Agricul- ture	Agricul- ture	Agricul- ture	Agricul- ture	Agricul- ture	Agricul- ture
5:15 to 6:15	Religion, Christian Social Doctrine, Bible, every day -----					
<u>P.M.</u>						
5:45	Arithme- tic	Coopera- tivism	Arithme- tic	Coopera- tivism	Arithme- tic	
6:07	Home Care	Agricul- ture	Home Care	Agricul- ture	Home Care	Patriotism
6:15	Music and Commercials - every day -----					
6:16	Agricul- ture	Agricul- ture	Agricul- ture	Agricul- ture	Agricul- ture	Recreation & Dramas
6:30	Music and Commercials - every day -----					
6:31	History	Ethics	Manners	History	Ethics	Religion
6:45	Music and Commercials - every day -----					
6:47	Health	Health	Health	Health	Health	Religion
7:00	Alphabetization - every day -----					
7:20	Correspondence - every day -----					

HONDURAS

<u>Hour</u> *	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
5:03 to 5:18	Alphabe- tization	Alphabe- tization	Alphabe- tization	Alphabe- tization	Alphabe- tization	Cam- paign
5:20 to 5:31	Agricul- ture	Religion	Agricul- ture	Religion	Agricul- ture	Rural Economics
5:32 to 5:43	Health	Rural Economics	Health	Domestic (Home) Economics	Health	Songs, Folklore
5:44 to 5:55	Arithme- tic	Arithme- tic	Arithme- tic	Arithme- tic	Ethics & Civics	Recrea- tion

* Repeated from 2:00 to 3:00 and from 7:30 to 8:30 P.M.

All other hours are devoted to music, soap opera, sports news, and *other* standard radio fare. (It should be noted that the radio stations also function as commercial broadcasters, gaining revenue by selling time and programs to advertisers during the non-educational hours when they are in operation.)

In addition to the classes, there are other projects which are sponsored by Cultural Popular Action, the Catholic welfare organization under whose jurisdiction the school operates in both El Salvador and Honduras. At the time of the survey, for instance, in El Salvador students were being urged to plant orange trees in their gardens or near their houses, and in Honduras, the current project was the construction of floors of tile or wood in homes, stores, churches and public buildings. A given project usually lasts approximately a month, and is then replaced by another project.

Finally, as a supplement to the classes, there are visits to the rural areas by specialists who do extension work among the farmers. For instance, agronomists or veterinarians may tour the country to demonstrate what has been taught over the radio.

They may show the farmer how to use fertilizer, how to inoculate livestock, or may demonstrate the technique of contour-planting, or help the farmers with guidance and counsel in other methods of improving their farm products. These specialists are laymen, assigned by the Ministries of Agriculture, Education, and Public Health to collaborate with the schools in these ways.

D. Factors Affecting Implementation of Radiophonic School Concept

In most important respects, the radiophonic schools in Honduras and El Salvador are patterned after Radio Sutatenza, the original radiophonic school, founded in Colombia in 1948. However, while Radio Sutatenza has achieved a high level of organization, the schools in El Salvador and Honduras are in an embryonic stage of development, and face many grave obstacles.

1. Transmission Problems and Reception Problems

Particularly in El Salvador, there are transmission problems. The Salvador transmitter is of ancient vintage and is literally held together by baling wire. It is weak, and carries effectively to less than seventy kilometers from the capital, beyond which reception is marginal or non-existent. It was anticipated that, before the end of 1962, a new ten-kilowatt transmitter will have been installed. An additional problem in El Salvador is the fact that, in the peripheral areas of the country, the transmissions are overwhelmed by deliberate jamming from Havana on the same frequency. In Honduras, there is a similar problem. There the school is authorized to transmit on a frequency which is only one or two kilocycles away from one of the most powerful transmitters in Guatemala and which effectively blocks them out in many areas.* Furthermore,

* Application had been made to the Government of Honduras for a new frequency, and approval of the request was imminent.

because of the size of the country, the majority of the area of Honduras is beyond the range of the transmitter, which largely accounts for the fact that only twenty-five of the eighty-five parishes in Honduras have radio schools. Finally, apart from the inadequacies of the transmitters, and the interference from other sources, there is the problem of faulty receivers. Not only is there a high rate of breakdown of the receivers, but the delay in repair or replacement often stretches to several days, and sometimes weeks.

In both countries the receivers are single-band radios. When the transmitter produces no sound, the monitors often assume it is the radio that is out of order, having no other band with which to verify this, and proceed to dismantle the radio. On occasion, the result has been irreparable damage to the set.

2. Shortage of Administrative Personnel

The short supply of qualified personnel to conduct the classes and supervise the schools constitutes a serious deterrent to the success of the program. Inasmuch as the parish representatives and the monitors who conduct the classes are not paid for their efforts, it is difficult to find people who have the requisite intelligence and initiative and dedication who are not engaged in other pursuits. The average parish covers such an extended area, the terrain is so difficult, especially in the rainy season when much of the country is quagmire, and roads are so few, that a parish representative must be willing

and able to travel constantly under the most adverse conditions in order to supervise properly the schools under his jurisdiction. It is obviously extremely difficult to get qualified, relatively intelligent people to devote all their time to this, with great hardships and even danger to themselves, without paying them. The net result of this dilemma is that in Honduras, for instance, there are virtually no parish representatives and the parish priests do as much as they can to supervise and visit the schools personally. Since their normal pastoral duties are very time-consuming, it is clear that the schools get relatively little supervision or attention. The situation with the monitors is similar. Although they are not faced so much with the problem of travelling, as are the supervisors, they nevertheless must be available two or three times a day at specified hours to conduct their classes. In addition, they must devote a considerable amount of time in addition to the class hours to paper work and self-preparation. Since they are farmers and, of necessity, keep farmers' hours, this school activity causes them genuine hardship. The individual who can be prevailed upon to do this without compensation may not be the most qualified. Even the most conscientious of the monitors frequently miss classes, or prepare for the classes inadequately because of conflicting duties. Consequently, in far too many cases, the monitors are even less advanced and intelligent than their pupils. This state of affairs,

combined with the fact that there may be a minimum of supervision and assistance from the parish priest, results in low morale among monitors and students, and, more significantly, in lower standards of instruction than one might expect.

3. Attitude Toward the Radio Schools Among Some Parish Priests

Although almost all the parish priests interviewed in the course of this study were enthusiastic about the schools and do whatever they can to help them develop, there are a few who are lukewarm to the program and some who are skeptical or even opposed to it. Beset by the pressures of normal duties, even the most motivated of the parish priests can give only cursory attention to the administration of the schools. Furthermore, the great majority of the priests are inexperienced in pedagogy and problems relating to school administration, so that even with the time and the inclination to do their best for the radiophonic schools, they would be at a loss for solutions to many of the problems that arise. Consequently, they tend to leave many of the problems in the hands of the priest/administrator of the schools in the capital. The inadequacy of this is apparent when one considers that there is one priest/administrator to oversee and, theoretically, visit 1,048 schools in sixty parishes in El Salvador, for example, and 360 schools in twenty-five parishes in Honduras.

4. The Presence of Foreign Clergy

The vigor and organization of the programs appears considerably greater in Honduras than in El Salvador despite the more recent start of the program in the former country. The presence of foreign clergy in Honduras may help explain this difference. In El Salvador, the priest/administrators and almost all of the parish priests are natives of El Salvador. In Honduras, on the other hand, the priest/administrators and many of the parish priests with radiophonic schools in operation are French-Canadians. There are 198 priests in Honduras, of which only fifty-two, or twenty-six percent, are Hondurans.* It appears that the Archdiocese of Tegucigalpa, being dissatisfied with the Spanish Franciscans who had for many years tried to organize a seminary in Honduras, replaced them with French-Canadian fathers of the Foreign Missionary Order of Quebec. In addition to organizing the seminary, these priests have taken over many of the parishes. In general, their approach to the subject of radiophonic education is discernibly more vigorous than is that of their counter-parts in El Salvador, and many of

* Among the non-Honduran priests there are:

48 Spanish
47 Americans
30 Canadians

10 Italians
4 Mexicans
7 Central Americans

the contrasts between the schools in the two countries appear to be traceable to this factor. The Canadian, U.S. and other foreign priests, who run things to a large extent in the Honduran radiophonic schools, proceed from a generally more sophisticated and more highly developed background than do the indigenous priests in the Salvadoran system. The standards of education are higher and their methods are more advanced and forceful. The level of interest and information, the degree of organization, and the awareness of pedagogical problems displayed by the small number of priests interviewed in Honduras was distinctly higher than among the larger sampling of priests in El Salvador.

5. Inadequacy of the Training of Monitors and Representatives

In the Colombian proto-type, Radio Sutatenza, there is a highly organized and professional institute in Sutatenza for the formalized training of monitors and representatives. Such facilities do not yet exist in either El Salvador or Honduras. Currently, "training" of the monitors and representatives in these two countries consists of a direct, informal instruction from the parish priest and sometimes from the priest/administrator in the course of one of his visits. These instructions usually cover (a) how to address the class and keep order, (b) how to take the attendance and maintain the registration and attendance forms, (c) how to assign and check homework, (d) how to conserve and use the school

material such as the radio, blackboard, notebooks, et cetera, (e) how to organize and supervise the community projects assigned by the school, and (f) in general, how to dress and comport themselves in a manner exemplary to their students. This is a serious present deficiency of the program.

The decline in enrollment in El Salvador, from approximately 10,000 at the outset in mid-1961 to approximately 7,700 in July, 1962, may be attributable in part to such deficiencies. This initial attrition in numbers is to be expected once the early enthusiasm stimulated by such projects begins to wane. However, interviews with current students and drop-outs suggest that dissatisfaction with the instructors is an important reason for abandoning the schools. (Refer to Part III on Satisfaction With The Schools.)

6. Financial Conditions

In fairness to the radiophonic schools in both El Salvador and Honduras, it should be appreciated that problems of inadequate financing aggravate the problems the schools face. In the case of the Salvadoran schools, for example, it had been planned that the sale of spots for commercials on the radio station would sustain the schools, but this did not prove to be the case. A loan of \$31,200 was made from private sources in 1961. Between June 13, 1961 and December 20, 1962, \$28,000 of this had been spent, and the program was again in financial

difficulties. In Honduras, \$26,000 had been donated to the radio schools in 1962 -- \$7,000 by the government and \$19,000 by private sources. The schools invested \$8,000 in radios, of which only \$3,000 was collected from the students..

II. OBJECTIVES OF THE RESEARCH

The overall objective of the research is the identification and analysis of factors which influence student responses to radio school education. The findings reported here are the results of a pilot study in El Salvador and Honduras to test the feasibility of multi-national evaluation of the radio-phonic school system in Latin America.

The focus of this pilot study is on:

- a. an evaluation of the radio school program in terms of participant achievement, satisfaction, and application of acquired skills and knowledge;
- b. identification of attitudinal factors which are associated with participation, achievement and satisfaction on the part of the students;
- c. identification of social and cultural factors which influence responses to radio school education;
- d. the determination of the major variants in the conditions under which radiophonic schools operate and which set limits to the research techniques applicable to the program's evaluation and analysis.

The research also was planned to gather information on such variables related to achievement of radio school objectives as the size, organization and nature of listening groups.

This information will become more meaningful in the overall research project when comparative analyses of findings from different countries are made.

III. METHOD AND SCOPE

The Sample

A. How the Sample Was Selected

In each country, a number of parishes were chosen, giving consideration to such factors as the size of the parish, the number of school communities within the parish, distance from the capital city, the quality and organization of the schools, and geographic dispersion.

The Director of the Schools in each country was the principal judge in the selection of the parishes that would best represent variations of this type among the parishes with schools in operation. Reasons of economy and accessibility foreclosed visits to the smaller and most remote parishes.

The sample was drawn on a parish basis, rather than on the basis of communities or some other unit, inasmuch as the parish is the administration unit for the radiophonic school organization. Moreover, in as many cases as not, the schools are located in isolated dwellings out of range of recognizable "communities". In these cases, the only identification of the schools is in terms of the parish to which they belong. The parish priest is frequently also the only authority, either political or spiritual, which these isolated people recognize.

The sampling of parishes actually obtained in each country was as follows:

	<u>Name of Parish</u>	<u>Number of Schools</u>
<u>EL SALVADOR:</u>	San Juan Cojutepeque	54
	San Sebastian	17
	Verapaz	23
	San Juan Opico	21
	San Jose Quetzaltepeque	30
	Tejutla	19
	Chalatenango	27
	Santo Tomas	27
	Huizucar	40
	San Pedro Perulapan	25
	Guazapa	20
	Suchitoto	43
	Tacachica	37
<u>HONDURAS:</u>	DPTO	20
	Corpus	10
	Nacaome DPTO Paraiso	25
	Yuscaran	13
	Sabana Grande	13
	Choluteca	25

Once the parishes were selected, a random selection of all students fifteen or over was made from available school files. In El Salvador a list of 1357 names was compiled by taking every fourth name; in Honduras a list of 696 students was compiled by taking every tenth name. These lists were used to establish the following estimates of the sex and age distribution of students over fifteen years of age.

<u>Sex:</u>	<u>El Salvador</u>	<u>Honduras</u>
	<u>%</u>	<u>%</u>
Male	72	67
Female	28	33

<u>Age:</u>	<u>El Salvador</u>	<u>Honduras</u>
	<u>%</u>	<u>%</u>
15 - 19	26	25
20 - 29	31	36
30 - 39	20	23
40 - 49	13	10
50 - 79	10	6

A quota of interviews was assigned to each parish, roughly on the basis of the number of students and schools in that parish. However, it was not possible to interview in the parishes reached exactly in accord with the pre-established quotas. These departures from the basic plan were caused by adverse political conditions, difficult weather (e.g., heavy rains and swollen streams which inhibited movement in the area), lack of cooperation of the parish priest, and other factors peculiar to particular areas. (For a detailed distribution of interviews by parish, see Appendix Page A-1.)

The sample for the survey was divided into two categories: (1) adult students (fifteen years or over) of the schools, present and drop-out;* and (2) priests, representatives and monitors of the schools. The number interviewed in each category is as follows:

* It was originally intended to interview graduate students of the schools as well. However, because of the fact that the radio schools in both countries were in existence for only a short time prior to the survey, there were virtually no graduate students.

	<u>TOTAL</u>		<u>El Salvador</u>		<u>Honduras</u>	
	#	%	#	%	#	%
<u>Students:</u>						
Present	(555)	92	(447)	86	(108)	100
Drop-out	<u>(74)</u>	<u>8</u>	<u>(74)</u>	<u>14</u>	<u>*</u>	<u>*</u>
	(629)	100	(521)	100	(108)	100
<u>Administrators:</u>						
Priests	(16)	10	(12)	9	(4)	17
Representatives	(11)	7	(11)	8	*	*
Monitors	<u>(136)</u>	<u>83</u>	<u>(111)</u>	<u>83</u>	<u>(25)</u>	<u>83</u>
	(163)	100	(134)	100	(29)	100

The sample of student interviews obtained was very similar in composition by sex and age to the sampling of radiophonic school students taken from central rosters, especially El Salvador. In Honduras, the sample was slightly skewed in that a somewhat larger proportion of men and of younger students were interviewed than the roster indicated.

* There were no drop-out students or representatives in Honduras.

		EL SALVADOR						HONDURAS					
		<u>Students Present</u>			<u>Drop-Outs</u>			<u>Administrators</u>			<u>Students</u>		
		#	%	#	#	%	%	Reps.	#	%	#	%	#
<u>BY SEX:</u>													
Men		(316)	71	(48)		65		(11)	(80)	72	(80)	74	(13)
Women		(131)	29	(26)		35		-	(31)	28	(28)	26	(12)
		(447)	100	(74)		100		(11)	(111)	100	(108)	100	(25)
<u>BY AGE:</u>													
15-19		(123)	28	(21)		28		-	(20)	18	(42)	38	(4)
20-29		(117)	26	(14)		19		(3)	(32)	29	(41)	38	(7)
30-39		(84)	19	(15)		20		(2)	(24)	21	(19)	18	(5)
40-49		(70)	16	(13)		18		(3)	(23)	21	(2)	2	(6)
50-		(48)	11	(10)		14		(3)	(12)	11	(4)	4	(2)
Age Not Ascertained		(5)	1	(1)		1		-	-	-	-	-	(1)
		(447)	100	(74)		100		(11)	(111)	100	(108)	100	(25)

In several respects the rural populations of El Salvador and Honduras were quite homogeneous:

- a) Socio-economically - at almost a subsistence level,
- b) By Occupation - farmers,
- c) By Religion - almost one hundred percent Catholic
- d) By Language - Spanish-speaking, with relatively minor variations in dialect or pronunciation,
and
- e) Ethnically - Indians, or Mestizos, in whom the Indian strain heavily predominates.

B. How the Interviews Were Conducted

Because of the unusual circumstances prevalent in these two countries, it was deemed advisable to conduct the interviewing in a centrally-located place in the parish (usually the parish house itself) rather than to try to locate respondents in their dwellings. This was necessary for various reasons:

- a) Remoteness and inaccessibility of the schools and dwellings, and lack of roads or other means of getting to them;
- b) the torrential rains prevailing at the time of the survey, which, by flooding rivers and turning roads and paths into seas of mud, effectively isolated whole villages for long periods of time;
- c) the fact that respondents worked in the fields all day and the only time they could be found at home was at night, and the interviewers could not be asked to wander through an unknown forest at night in the rain and mud in search of these remote dwellings.

Consequently, it was decided to conduct the interviewing in the following fashion: two or three days before a parish was to be visited, the parish priest was advised by telegram or over the radio from school headquarters that interviewers were to be in his parish at an appointed time, and he was requested to get word

to all the people in the radio schools in his parish, and that the presence of all past and present students fifteen years or older from those areas was requested in the parish house at the appointed time.

At the appointed time and place, the students and ex-students gathered were interviewed according to the quota by age and sex for that parish. These quotas were determined by an analysis of the enrollment records for each parish. In addition to this sample of students, all priests, representatives, and monitors in the chosen parishes present at the interviewing session were interviewed.

ORGANIZATION OF THE REPORT



ORGANIZATION OF THE REPORT

The findings of this survey are presented in four sections:

The first of these sections reports the achievement of the students of the radiophonic schools in the area of literacy and how this was affected by the environment relative to the schools (size of class, composition of the class, etc.); by the frequency and duration of the students' exposure to the schools; by the demographic characteristics of the students; their motivation toward literacy; and by more general attitudes and behavior patterns.

The second section is concerned with the achievement of the students in other areas: acquisition of knowledge about agriculture, livestock, health and hygiene and the application of knowledge gained.

The third section reports on the degree of satisfaction the students feel as a result of attending the radiophonic schools.

These three sections are preceded by a brief summary of the principal findings.

A fourth section offers some guidelines for further research.

SUMMARY OF THE FINDINGS



SUMMARY OF THE FINDINGS

Achievement

1. Of the 521 students of the radiophonic school in El Salvador who were interviewed, 309 (59 percent) were able to read, of which 81 (15 percent of the total sample) said they had learned to do so at the radiophonic school.
2. There was a considerably greater tendency for younger people to be literate and to have acquired their literacy at the radiophonic school than for older people.
3. The higher the age level, the less likely were women to be literate than were men, although both sexes were equally literate at the youngest age level in the sample (15 to 19 years old).
4. Sons and daughters were more likely to be literate than heads of household (husbands, wives).
5. The better the respondent's dwelling and the more land and/or livestock he possessed, the more likely he was to be literate. However, those of low socio-economic status as reflected in those indicators were more likely than others to have achieved literacy through radiophonic instruction.
6. Those individuals were most likely to be literate and to have become so at the radiophonic schools, who considered the advantages of reading and writing to be basically of a utilitarian rather than of an

academic nature. However, illiterates tend more to equate the benefits of literacy with specific job or income advantages than do literates, especially those who learned at the radiophonic school.

7. Literacy is higher among those who travel than among those who do not.
8. Literacy is notably higher among those who feel they have done something recently to improve their future than it is among others i. e., literacy and activism seem to be related.
9. Literacy is higher among students in large classes than in small ones.
10. Non-exclusive classes -- where there are children or both sexes or non-family members -- seem to be slightly more conducive to literacy than exclusive classes.

Satisfaction

11. Most of the students felt that they got more out of the schools than they had expected.
12. Agriculture was considered by many to be a more important and useful subject in the radio schools than reading and writing, and is responsible for much of the satisfaction and favorable opinion generally held about the radiophonic schools.
13. Literacy training at first glance seems to be a less important source of satisfaction to respondents than agricultural information. However,

it must be borne in mind that the length of the training period prior to interview was relatively short for most respondents. Thus, it is reasonable that literacy skills would be in an early developmental stage and therefore less of a source of gratification to students than information which they had been able to use immediately.

14. In the minds of the school administrators, the main problem in the conducting of the schools is the lack of facilities to train teachers.

I. ACHIEVEMENT: LITERACY



I. ACHIEVEMENTS - LITERACY

A. Literacy Rates

A prime objective of the radiophonic schools in El Salvador and Honduras is to teach the rural adult population how to read and write.

It is generally considered by the radiophonic school officials that the average rural adult who attended all, or almost all, of the classes in reading or writing, would be able to pass a literacy test at the end of one year. Naturally it is expected that some would take a longer and some a shorter time to accomplish this, and that some would not be able to do it at all, but a year is considered average.

This estimate is based mainly on the experience of the prototype radiophonic school in Colombia (Radio Sutatenza). Consequently, a literacy test has been devised by the schools, to be administered at the end of a year. Since the school system in the two test countries had not been in operation a full year at the time of this survey, the literacy test had not yet been administered.

For the purpose of this study, ability to read, write and understand simple arithmetic were measured by a brief test administered during the interview. (See Question 16 in the questionnaire in Appendix C.)

As a glance at the literacy test will reveal, it was designed to measure ability to read and understand the simplest and most elementary type of

sentence. However, there is some indication that there is a point at which it is not certain whether it is literacy or intellectual capacity which is being measured. It was apparent at the time the interviews were being conducted that, in some cases, there was comprehension of what all the component words in the sentence meant but an inability to grasp the intellectual content of the sentence or confusion as to the correct answer. Consequently, whereas it is reported here that certain people were judged "literate" on the basis of their ability to understand the meaning of written words (and thus were not "illiterate") it is conceivable that this criterion is not adequate according to some other standard of literacy. For instance, it is possible that some of the people hereinafter classified as "literate" would not be able to read and understand a newspaper or a printed bulletin or a letter or a comic book or some other printed matter with which they might normally be expected to come in contact. *

On the basis of the literacy test, it was ascertained that a little more than half of the students knew how to read and write and four out of ten knew simple arithmetic. The percentage in each category was higher in El Salvador, where the system had been in operation longer, than in Honduras.

*In the early stages of the field work it was discovered that administration of the full literacy test by itself took as much as thirty to sixty minutes of interviewing time. Consequently, greater reliance was placed in interviewer ratings based in replies to the first four or five questions in the written and comprehensive parts of the test. The test was carried through chiefly in cases of doubt in which early replies were inconclusive as to the literacy of the subject.

	<u>Total</u>	<u>El Salvador</u>	<u>Honduras</u>
TOTAL NUMBER OF INTERVIEWS	(629)	(521)	(108)
	%	%	%
Know how to read	56	59	41
Know how to write	54	57	41
Know arithmetic	40	42	32

An additional yardstick of their ability to read was a catalogue of what they actually had read in the preceding weeks. This aspect is discussed later under the subject of "achievement". Additional measurements had been devised to measure the extent to which literacy had been retained and utilized at X number of months and years following its acquisition. However, in the case of El Salvador and Honduras, the schools were too new and there were, at the time of the survey, no graduates yet, so that this additional series of measurements was not applicable.

The radiophonic schools cannot take full credit for the degree of literacy found among their students. When students who had demonstrated that they could read* were asked where they had learned to do so, only slightly more than one out of four said they had learned to read in the radiophonic schools. In Honduras, four out of ten who could read attributed the new skill to the radiophonic schools. Similar proportions in both countries, approximately four out of ten who could read, said they had learned to read in the public schools. A large proportion, particularly in El Salvador, had learned from individuals, or in classes other than the public or radiophonic schools.

*Inasmuch as those who could read were, with one or two exceptions, also those who could write, and vice-versa, and since the two were learned simultaneously, the term "reading" will generally be used to denote both reading and writing except where the reference is specifically to writing.

TOTAL WHO COULD READ	<u>Total</u> (353)	<u>El Salvador</u> (309)	<u>Honduras</u> (44)*
	%	%	%
Where They Had Learned to Read:			
In public school	41	41	39
In radiophonic school	28	26	40
From individuals or in private classes	30	32	21
Don't know	1	1	-
TOTAL.....	100%	100%	100%

It should be kept in mind in considering these data that there may be some over-lapping and confusion on the part of the respondents. It is possible that a substantial if indeterminate number of those who think they learned elsewhere were helped to get up to the level of passing the test through attendance at radiophonic classes. For instance, among those who claimed to have acquired their literacy elsewhere before attending the radiophonic school, twenty-five per cent said later that the major benefit they anticipated from enrolling in the radiophonic school was to learn to read and write. (See Appendix A - 44) On the other hand, it may be assumed that some people who

*Note small base. Because of the limited number of literate respondents in Honduras, subsequent reference to them will be made only where the data are significantly different from El Salvador.

think they learned to read via the radiophonic school may have been decisively helped through some other learning experience.

As the above data would indicate, there is a considerable amount of informal tutoring or coaching going on in both countries. In any case, the fact that a large proportion claimed to have learned to read through the radiophonic schools, in spite of the short history of these schools and the handicaps besetting them, is indicative that it is possible to successfully transmit this skill to rural adults via radio lessons. In sum, sixteen per cent of this sample of present and former radiophonic school students who can meet a simple test of literacy affirm that they achieved literacy through radiophonic instruction.

B. Literacy and the School Environment

In this section of the report, factors related to the actual teaching situation will be discussed in terms of those respondents (a) who have and have not learned how to read and (b) among those who have learned to read via radiophonic instruction or through other means.

1) Size of Class

Literacy rates did not vary consistently with the size of class. Contrary to the general belief that greater educational gains are achieved in small classes, among students in El Salvador literacy rates were highest in the largest classes (those with sixteen or more students). The manner in which the class was conducted may have been more crucial in improving literacy than the size of the class. For example, it was observed in the field that the larger classes had better monitors and supervision and it often happened that the largest classes had two monitors attending them. Also, it usually turned out that the largest classes were those closest to the parish house and the monitor was frequently the priest's own acolyte (see Appendix page A-22). Size of class is also linked to the composition of the class, that is, whether the learning group is a family unit or not (see paragraph 3 in this section).

2) Quality of the Monitors

Sampling difficulties made it impossible to analyze directly

the achievement of students in particular schools within parishes or to relate the characteristics of monitors to student performance.

The number of students interviewed in any one school was too small to permit a meaningful correlation of their achievements, attitudes, etc. with those of their monitor. It was also impossible to identify the specific school within a parish that a student or monitor came from. There was in fact, according to school authority reports, little variation among the monitors as far as aptitude, proficiency, training, background and other measurable factors are concerned.*

However, it is obvious that in schools where the monitor was conscientious and enthusiastic in encouraging regular attendance (and himself attending regularly) diligently assigning and checking homework, explaining difficult points to individuals who did not understand the first time, maintaining discipline and attention during the broadcast and otherwise encouraging participation, that in these schools the acquisition of literacy and other subjects would be higher than in schools where monitors were not as conscientious and enthusiastic. As a general rule, it was observed that the enthusiasm and diligence of the monitor was better in the larger schools (mainly because the priest there had a larger group from which to choose

* The manner of monitor selection and briefing was discussed in the introduction.

a monitor); in schools closest to the parish house, where the priest would have more opportunity to check on the monitor and resolve his problems; and in parishes where the priest and/or his representative took a lively interest in the welfare of the schools. It was factors such as this, rather than whether the monitor was a man or a woman, married or unmarried, or of a given age which basically affected his performance and, through him, that of the students.

3) Composition of Classes: Age, Sex, Family Versus General Class

In El Salvador, literacy is somewhat greater in mixed classes, that is, classes that include children (versus all-adult classes), that include women (versus all-male classes) and that include members from various families (versus one-family classes). One might deduce from this that the presence of children, the opposite sex or neighbors acts as something of a spur to learning. Among students in each of these three categories of mixed classes, seventeen per cent said they learned to read at the radiophonic school, as compared with between ten per cent and twelve per cent who did so among students in classes restricted in composition by sex or age. (See Appendix pages A-14, A-15, A-16).

In El Salvador, ninety - one per cent of the schools were 'family schools' compared with only three per cent of the schools in Honduras.* Moreover, the average number of students per class was eleven in El Salvador as against twenty-three in Honduras. Consequently the greater prevalence, of larger, non-family classes in Honduras might account in part for the considerably higher proportions there of literate students who acquired their skill in the radiophonic school (in spite of the fact that the Salvadorean schools had been in operation four times as long). That is, while the total gain in literacy in the two countries was about the same, in Honduras the contribution of the radiophonic schools was made over a shorter time and represented a greater share of all the literate individuals in the sample.

4) Presence of Priest and/or Parish Representative at Classes

The acquisition of literacy skills seemingly was not affected by the presence of the priests or their parish representatives in the classes. At the outset of the survey, it was hypothesized that the more frequently the priest and/or his parish representative attended the classes, the higher would be the literacy among members of those classes. Respondents were asked whether the priest visited the classes "frequently,"

*These are the official designations given these schools in the radiophonic school rosters in the capital. On the other hand, when respondents were asked who was present at their most recent class, seventy-nine per cent of the students in El Salvador and ninety-two per cent in Honduras mentioned at least one non-family member.

"once in a while," or "never," and were asked the same question about the parish representatives. Surprisingly, literacy was not significantly higher where the priests or their representatives frequently attended classes than it was where they rarely or never were present during actual sessions. (See Appendix page A-23).

C. Frequency and Duration of Exposure

1. Frequency of Attendance

In El Salvador, two out of three respondents attended at least half of the classes held since this course began. In Honduras, students were less regular in attendance: less than half were present for at least half of the sessions. Surprisingly little correlation was found between literacy and frequency of attendance; illiterates had attended as high a proportion of classes as had those who learned to read at the radiophonic school. Furthermore, the frequency of dropping out is almost as high among literates as it is among illiterates. Thus whether one learned to read in the radiophonic schools was not measurable in terms of the proportion of classes one attended (see Appendix page A-17). *

*As a significant correlate to frequency of attendance, it was discovered that people in certain parishes attended more often than people in other parishes. This was largely because of variations in the interest and diligence of the parish priest and the amount of pressure he applied (see Appendix page A-19). Also, there is a tendency for less conservative people to attend more classes than do the more conservative people (see Appendix page A-18b).

2. Duration of Attendance

It should be kept in mind that the date of initial enrollment in these schools, in most cases, was determined by the date the school started operation. In other words, most of these respondents were original members of their schools, and very few joined one already in existence. While there was surprisingly no correlation between frequency of attendance and literacy, there is a slight indication that length of time in attendance does affect literacy. There is a higher proportion of literates than of illiterates among those having attended four or more months, and a correspondingly smaller proportion of literates than of illiterates among those having attended three months or less (see Appendix page A-20). This is altogether logical inasmuch as other things being equal, the longer one is exposed to and practices literacy skills, the more proficiency in them one will acquire.

The fact that no clear differences in frequency and length of attendance are found among literates who learned to read in the radiophonic schools or elsewhere, or even between the literate group as a whole and drop-outs suggests the complexities of the relationship involved. If there is a minimum attendance required for an initial illiterate to achieve literacy through radiophonic instruction it is clouded over in these results because:

- 1) We lack measures of initial capacity of individual respondents upon enrolling in the schools.
- 2) We lack knowledge of the point in the course at which literacy was actually achieved.
- 3) There are clearly strong motivations other than the desire for literacy sustaining attendance at the schools.

D. Literacy and Demographic Characteristics

1. Sex and Age

The achievement of literacy was greater among younger people, of both sexes, than among their elders. In the El Salvador sample, seventy percent of the adults under twenty years of age were able to read. At this age level, men and women were equally literate. However, among the older people, those forty years of age or over, only half of the men and less than a third of the women, were able to read. This equality in literacy between men and women under 20, compared to the disparity between the sexes among their elders, would seem to reflect a break-down in the traditional attitude that reading and writing, where it did exist, was basically a man's affair, and that it was potentially dangerous and disrespectful for women to know such things.

There was a greater tendency among younger people than among the older people to have acquired literacy at the radiophonic

schools. In El Salvador, twenty-one percent of the students between fifteen and twenty years of age said they learned to read at the radiophonic schools, as against sixteen percent of those between twenty and thirty-nine years of age, and ten percent of those forty years or older. (See Appendix page A-2.)

2. Family Status

Consistent with the literacy profile according to age, a larger proportion of sons and daughters than of husbands and wives was able to read. Furthermore, among the family heads, the husband was far more likely to be able to read than his wife. (See Appendix page A-3.)

3. Economic Level

As was mentioned earlier, there is little variation in economic status of respondents for, in broad terms, most live close to the subsistence level. Yet within this level it is possible to classify respondents according to the extent of their material possessions. Socio-economic level of respondents in this sample was ascertained on the basis of three types of possessions. They were classified, for instance, as to whether they lived in a good, an intermediate, or a poor dwelling on the basis of the existence and condition of floor, walls and running water. Secondly, they were classified as to who had draught and/or dairy animals, who had only poultry, and who had no livestock at all. Finally, they were classified as to the number of hectares of land they owned, if any.

In El Salvador, 42 percent owned no land, 34 percent owned up to three hectares, and 24 percent owned more than three hectares. As far as livestock was concerned, 27 percent owned none, 19 percent owned only poultry, and 37 percent owned some sort of draught or dairy animal (cow, horse, donkey, goat, et cetera). Twenty percent of the respondents lived in what was classified as a poor dwelling (bad walls, dirt floor, no running water) and only two percent lived in a good dwelling (good walls, cement or brick floor, running water). The rest, or 78 percent, lived in an intermediate dwelling, that is, one with fair quality walls and floor and which might or might not have running water.

Analysis of literacy rates according to the possessions claimed by respondents shows that those with land, livestock and better dwellings are more likely to be literate than those who do not have such appurtenances of wealth. (See Appendix pages A-4 and A-5.)

However, this higher rate among the better-off persons in the sample is not attributable to the radiophonic training; those relatively better off economically are more likely to have acquired their literacy at other sources, and to have attended the radiophonic schools largely for reasons other than learning how to read and write. With this in mind, it is reasonable that literacy gains as a result of attending the radiophonic schools are greater among the lowest than among the highest economic categories. (See Appendix pages A-6 and A-7.)

Thus, there is a positive correlation between learning to read at the radiophonic school and being on the lowest socio-economic level, which is precisely the purpose for which the radiophonic schools were instituted.

E. Motivation toward Literacy

With regard to learning in general, it is assumed that chances for success are greater among persons with a desire to learn the subject at hand than among those not so motivated. In an attempt to determine whether respondents were motivated at the outset of their training to acquire literacy skills, all were asked to describe what benefits they expected to receive from attendance at the radiophonic schools. In El Salvador, one-half (48%) of all respondents named learning to read and write as a hoped-for gain.*

* An interesting corollary to this interest in learning how to read is the fact that four out of five people interviewed in El Salvador believed that everything that is written is true. The proportion is higher among the illiterates and those who learned to read at the radiophonic schools than it is among those who learned elsewhere. Such credulity and naiveté as this is a potential powder-keg and seems to justify the apprehension expressed by some community leaders in both countries that rural education is an open invitation for Communists and other dissident elements to propagandize the peasants. It has also been used as an argument in favor of keeping rural radiophonic education under the control of the Church. Be that as it may, this belief is largely traceable to the fact that, as is mentioned elsewhere in this report, the only reading material available to many of these people is the Bible and other religious pamphlets and publications which they are enjoined by the priest to read and believe. The principal non-religious reading material, where it is available, consists of almanacs, textbooks, bulletins and similar factual literature, the veracity of which is not subject to doubt. Consequently, since most of these rural people have not had any experience to the contrary, it is readily understandable that truth and factuality are equated with the written word. It may also explain why more than nine out of ten respondents, asked if they believe it is better to read something than to hear it, responded in favor of reading.

literacy skills and other types of information to people beyond the reach of the schools. Among those respondents who had no previous training in literacy, two-thirds (68%) expected that learning to read and write would be a benefit resulting from their endeavors. Contrary to expectations concerning motivation and success in learning, among this group of initial illiterates there is no significant difference in the proportions who became literate between those with and without expressed desires to acquire literacy. (See Appendix page A-44.)

Illiterates at Outset of Training Who:

Do Not

Mention Literacy
Was a Major Goal

Mention Literacy
Was a Major Goal

EL SALVADOR:

Number of Respondents

(196)

(97)

%

%

Learned to read and write

26

31

Did Not Learn to read and write

74

69

Activism-Fatalism

Among respondents in El Salvador, the second most frequently mentioned hypothesis of this kind predicted that individuals who believe in the efficacy of individual action as a means to self-improvement or reported knowledge about agriculture; one in five respondents named this as a major goal. It will be shown later in this report that many more than (1) have attained literacy, and (2) have succeeded in achieving literacy this proportion felt they acquired meaningful agricultural information within the radiophonic school once enrolled. Two questions were used to categorize individuals on this dimension:

F. Relationship between Selected Attitudinal Dispositions and Literacy

who lives here in this place to change his form of life and to really better himself?"

Interest in the radiophonic schools as an instrument for social change, of course, goes beyond the simple capacity of such schools to transmit

literacy skills and other types of information to people beyond the reach of more conventional educational approaches. An underlying assumption of this educational effort is that the schools both harness and help to cement and give meaning to attitudes and behaviors that expand the ability of individuals to deal with their own problems and to function in more effective ways socially. That is, it is assumed on the one hand that the schools attract individuals with certain kinds of attitudinal dispositions, and on the other, that the skills and norms of behavior emphasized in the school help to instill, reinforce, and amplify these same desirable attitudes. Some effort to devise various measures of hypothetically relevant attitude dimensions was made. Not very much that is statistically conclusive could be expected to appear from this initial exploration. The following pages describe the various measures attempted and relate them to literacy as such and to literacy achieved through radiophonic instruction.

Activism-Fatalism

One hypothesis of this kind predicted that individuals who believe in the efficacy of individual action as a means to self-improvement or reported instances of recent striving behavior would be more likely than others to (1) have attained literacy, and (2) have succeeded in achieving literacy within the radiophonic school once enrolled. Two questions were used to categorize individuals on this dimension:

"Do you believe that it is really possible for a person who lives here in this place to change his form of life and to really better himself?"

"Have you done something recently that will help better your situation at a future date?"

Level of Aspiration

A majority responded positively to both items -- 77 percent affirming that people like themselves can improve their lives and 63 percent reporting some practical steps taken recently to better their own situations. The first item -- in which response may have been colored by optimism or the anticipation of changes not flowing from personal striving -- does not discriminate literates from illiterates. The second, action item is answered positively more often by persons who passed the questionnaire literacy test than by those who did not. However, those who answered positively to these items were no more likely than others to have achieved literacy through the radiophonic schools. In other words, this measure of activism seems to set off primarily the literate of longer standing rather than those who have most recently learned to read and write. Another consideration, of course, is that the sheer fact of enrollment in the radiophonic school might be taken as an indicator of activism in self-improvement even though it was reported as such by relatively small proportions in each sample (10 percent in El Salvador and 30 percent in Honduras). The main efforts at self-improvement reported have to do with respondents' work -- new plantings, the acquisition of livestock, etc. -- and may have been in part inspired by the contact with the radiophonic school. In short, the circularity of the connections among the activist attitude, behaviors expressive of the attitude outside the school, literacy, and learning within the school is in the data as much as in the conceptualization.

This reluctance to move to the city is substantiated by statistics on census reports for these countries. In El Salvador, for instance, This would seem an important area for careful follow-up in any subsequent research. (See Appendix page A-8 and A-9.) from 36.5% of the population to 36.4%. In Honduras, it increased only two percentage points between 1945 and 1950, from 29.0% to 31.0%.

Level of Aspiration

A major indicator of the social and psychological transformations in process within Latin America is the large volume of movement of rural people into the cities. The city, like the radiophonic school, can be viewed as a modernizing agency which both attracts individuals with particular attitudes and serves to reinforce and elaborate such attitudes. In the sample of students from El Salvador, those who travel to cities are in fact more likely to be literate than those who never travel (see Appendix page A-1b). Interestingly enough, though better than half of these rural Salvadoreños reported recent travel to urban places, better than nine in ten affirmed that given a choice they would continue to live where they now are. Change of residence or a move into the city is apparently not seen as a solution to present problems nor is the city a compelling attraction.* Thus, though a substantial number of respondents in El Salvador (85 percent) say they would like to visit other places and about two in five even admit to aspirations for travel abroad, these do not seem to be deeply held desires and are, in fact, unrelated to the achievement of literacy. In short, in this particular case, the desire to live in or to visit other places does not seem to work well as an indicator of a more generalized disposition to seek change or aspire to better things (Appendix page A-24).

* This reluctance to move to the city is substantiated by statistics reported in the United Nations Demographic Yearbook for 1955, based on census reports for these countries. In El Salvador, for instance, the urban population decreased between 1930 and 1950 from 36.5% of the population to 36.4%. In Honduras, it increased only two percentage points between 1945 and 1950, from 29.0% to 31.0%.

Respondents had also been asked to think about the things which are really worth-while in life and to describe their hopes and desires for the future -- their own and their family's. They were asked as well to describe their fears and worries for the future, -- the worst thing that could happen to them and their families and what life would be like then. Responses to these two questions were then divided into responses reflecting a primary concern with practical, material aspirations and fears as against those revealing a major preoccupation with moral, affective or aesthetic concerns. Our hypothesis was that people with practical, materialistically-oriented aspirations and fears would be more likely to have learned how to read than those with a less pragmatic or utilitarian approach to life. The results were not what had been anticipated. Those whose hopes for the future were all of a utilitarian nature (i.e., to have better clothes, more money, better job, more land, etc.) were no more inclined to be literate than were those whose hopes for the future were all of a non-utilitarian nature (i.e., to live in peace, to be more religious or moral, to know how to read and better himself culturally, to be with his family, etc.).

Similarly, those whose fears were all utilitarian (i.e., to lose his job, to be poor or poorer, to lose his land, to have insufficient food, to be sick or have an accident) were no more likely to be literate than those whose fears were all non-utilitarian (i.e., to be ignorant,

to lose a relative, to lead an immoral life, to be irreligious or sacrilegious, not to live in peace, etc.). (See Appendix page A-25.)

The literate and non-literate in this sample do not differ significantly in this particular set of values as revealed through their statements about aspirations and fears.

Social Conservatism Index

Another line of inquiry sought to connect basic conservatism of outlook with literacy, the disposition to undertake instruction through the radio-phonetic schools, and success in achieving literacy once enrolled. In order to obtain some measurement of their tendency toward conservatism, respondents were read two statements concerning education and asked to indicate agreement or disagreement with each one: respondents were read a series of proverbs or statements with which they were to agree or disagree. On the basis of reactions to the following statements, each respondent was classified on a scale of social conservatism:

- (a) "Modern life is less happy than the life of our ancestors."
- (b) "Life in El Salvador (Honduras) is less agreeable today because we are forgetting our old customs and our old ways."
- (c) "I should like to raise my children exactly as my parents raised me." *

For the purpose of this analysis, respondents who agreed with two or three of these statements were classified as "high" in conservatism (43 percent); those who agreed with one out of three were classified as "medium" in conservatism (43 percent); and those who disagreed with all three were classified as "low" in conservatism (13 percent).

*In half the questionnaires, these statements were phrased in reverse so as to minimize bias caused by a possible tendency to always agree or disagree.

The small group that scored "low" in conservatism -- that is, who reject all of these statements glorifying the past -- are somewhat more likely to be literate and to claim that they have achieved literacy through the radiophonic schools than are individuals who look to the past with nostalgia and desire to preserve traditional customs (see Appendix page A-26).

Attitude Toward Education.

Respondents were read two statements concerning education and asked to indicate agreement or disagreement with each one:*

"It is better to learn a trade in school than to learn it through practice."

"Most of the world's problems can be solved by educating people."

It was conjectured that the literates would be people who tend to take a more sanguine view of the value and potentialities of education. As it turned out, there was hardly any difference in attitude between the two groups. Among literates, moreover, there was no appreciable difference in attitude between those who learned to read and write in the radiophonic schools and those who learned elsewhere (see Appendix page A-27). Faith in education seems to be a generalized sentiment, shared as much by those who have experienced some intellectual gain or skill as by those who still seek basic literacy skills.

The cross tabulation of this classification with literacy and place

*In half the questionnaires, these statements were made in reverse (i.e., "It is better to learn a trade through practice than in school," in order to minimize bias caused by a possible tendency to always agree, or disagree with the statements.

Range of Social Bonds

An alternative measure of conservatism or traditionalism in social relationships was formulated in terms of the types of persons to whom appeals for help would be directed in situations of crisis. That is, it was hypothesized that conservative individuals would tend to limit or concentrate appeals within the circle of immediate family or kin rather than appeal to broader, impersonal agencies or individuals specializing in handling particular types of problems.

Respondents were asked to whom they would turn for help if:

- (a) they urgently needed money,
- (b) someone in the family were gravely ill, and
- (c) they or a friend or family member got into trouble with the authorities or the police.

They were then classified as follows:

- (a) those who would appeal to the family in at least two out of three problem situations (18%)
- (b) those who would appeal to friends and neighbors in at least two out of three problem situations (12%)
- (c) those who appeal to some agency or individual beyond the circle of family or friends or neighbors in two out of three problem situations (56%), and
- (d) those who appeal to a different group in each situation (14%).

The cross tabulation of this classification with literacy and place where literacy was acquired shows no regular pattern. A more detailed examination of the replies further reveals a number of situa-

tional factors that make this an imperfect measure of a traditional, "familistic" orientation in social relationships (see Appendix

II. **APPENDIX: TRANSMISSION OF SUBSTANTIVE KNOWLEDGE**
page A-28).

Financial considerations; the size and proximity of the family; remoteness or proximity of neighbors; the presence or absence of such people as doctors or priests in a community -- all may cause him to act counter to his own inclination or predilection in one or more of these instances.

II. ACHIEVEMENT: TRANSMISSION OF SUBSTANTIVE KNOWLEDGE

II. ACHIEVEMENT: TRANSMISSION OF SUBSTANTIVE KNOWLEDGE

At the outset of the research it was known that, in addition to literacy, an important function of the radiophonic schools is the communication of agricultural information. In order to determine whether students absorb this information and are also able to make use of it, a series of questions was included in the questionnaire. Each respondent was asked what the radiophonic schools taught about crops, about animals, and about prevention of disease; those who recalled specific information were further asked whether they had put the information into practice.

Of the three major subjects, respondents recalled having been taught and said they had implemented information about crops more often than about livestock or the prevention of human disease. Close to nine-tenths had learned crop information, and close to two-thirds had put some crop information into practice. In general, sizeable proportions recalled some things about livestock and the prevention of disease as having been taught, but this information was not put into practice to the same extent as was the crop information. Beyond the fact that the crop information may be such that realizable gains from its use are more immediate or foreseeable, the difference with regard to livestock may be explained by the fact that not all respondents own livestock. It is not clear why implementation of health and hygiene information related to the prevention of diseases was less than that for crop information, although it seems probable that it is due in large part to the fact that, for example, vaccine and personnel to administer it were available only occasionally, if at all.

The following table shows the proportions who recall having been taught something in each category, and the proportions who had put the information to use.

<u>Subject Category</u>	<u>All Respondents</u> (629)		<u>El Salvador</u> (521)		<u>Honduras</u> (108)	
	<u>Recall</u> %	<u>Applied</u> %	<u>Recall</u> %	<u>Applied</u> %	<u>Recall</u> %	<u>Applied</u> %
Crops	87	62	89	56	78	50
Livestock	66	22	68	24	50	15
Prevention of Disease	56	23	57	25	40	17

Crops

Leading among the crop information recalled as taught to radiophonic students is that related to the planting and care of trees -- specifically orange trees. This information has been put to practical use to a far greater extent than any other knowledge gained at the schools. Half (50 percent) of all respondents report having learned "tree" information and the majority of these (42 percent of the total sample) have put it to practical use. These high figures for the total sample largely reflect results from El Salvador, where the school had emphasized almost from the outset the importance of planting orange trees around one's dwelling as a source of nourishment and as a means of preventing erosion.

The use of fertilizers was the second most frequently remembered and

utilized topic. Here it is the Hondurans who show greatest recall of this subject, but there is little difference between the two countries in the proportions who have fertilized or changed their methods of fertilizing their soil.

The following table shows for the major topics of information concerning crops the proportions who recall having been taught each and the proportions who have put the information to use.

<u>Total Number of Respondents (100%)</u>	<u>ALL RESPONDENTS (629)</u>		<u>EL SALVADOR (521)</u>		<u>HONDURAS (108)</u>	
	<u>Recall</u>	<u>Applied</u>	<u>Recall</u>	<u>Applied</u>	<u>Recall</u>	<u>Applied</u>
	%	%	%	%	%	%
<u>Crops:</u>						
<u>Planting and care of trees</u>	<u>50</u>	<u>42</u>	<u>54</u>	<u>48</u>	<u>28</u>	<u>15</u>
Fruit trees	29	31	32	36	13	11
Type of trees un- specified	21	11	22	12	15	4
Use of fertilizer	33	10	29	10	47	13
Hot beds, green- houses, plant graft, transplant	14	4	14	5	12	2
Raising grains, beans, rice, corn, forage	14	8	14	8	16	9
Getting rid of plagues, insects	9	3	10	3	5	3
Avoiding soil erosion, making terraces	6	3	6	3	2	-
Raising coffee	3	3	3	3	1	1
Others	19	9	21	10	11	6
Don't know	9	6	9	7	11	-
Nothing	4	32	2	37	11	51

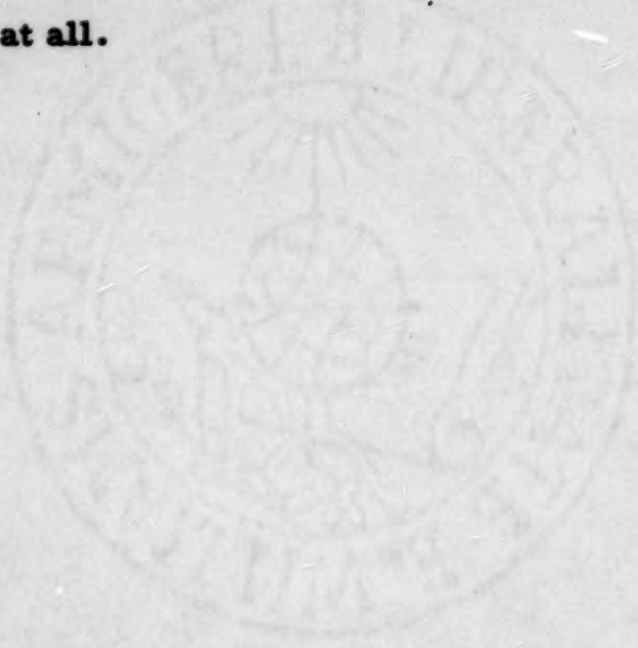
Livestock

A number of topics concerned with livestock were frequently recalled as having been taught at the schools, yet only small proportions had put any one of them to use. The livestock information which created the greatest impact in terms of recall was that concerning the vaccination of animals against disease; close to one-third of all respondents said this subject had been taught, but only three percent had made use of any knowledge gained. This is largely because many of the respondents did not own livestock, or owned only poultry. In El Salvador, 27 percent of the respondents owned no livestock, 19 percent owned only poultry; and 37 percent had draft or dairy animals. (Seventeen percent reported owning pigs or other animals not classifiable as draft or dairy animals.)

<u>Total Number of Respondents (100%)</u>	<u>ALL RESPONDENTS (629)</u>		<u>EL SALVADOR (521)</u>		<u>HONDURAS (108)</u>	
	<u>Recall</u>	<u>Applied</u>	<u>Recall</u>	<u>Applied</u>	<u>Recall</u>	<u>Applied</u>
	%	%	%	%	%	%
<u>Livestock:</u>						
Vaccinating the animals	30	3	30	3	22	4
Feeding them well for better production	15	5	15	6	12	3
Cleaning the animals	11	4	9	4	21	6
Curing them of sickness	9	3	10	3	3	3
Making corrals to protect them	6	-	6	-	6	-
Raising poultry	4	4	3	4	5	2
Raising cattle, pigs	3	-	3	-	-	-
Others	11	8	14	9	3	3
Don't know	24	4	25	5	23	1
Nothing	10	74	7	71	27	84

Health/Hygiene

The health and hygiene topic which created the greatest informational impact was that concerned with vaccination of humans against disease. While one-fifth of all respondents were aware that this subject had been discussed at the radiophonic schools, only five percent had actually taken such personal precautions. It should be stressed that failure to have one-self or one's livestock inoculated results, in many cases, from the fact that the vaccine and the personnel to administer it were available only sporadically, if at all.



<u>Total Number of Respondents (100%)</u>	<u>ALL RESPONDENTS (629)</u>		<u>EL SALVADOR (521)</u>		<u>HONDURAS (108)</u>	
	<u>Recall</u>	<u>Applied</u>	<u>Recall</u>	<u>Applied</u>	<u>Recall</u>	<u>Applied</u>
	%	%	%	%	%	%
<u>Prevention of Diseases:</u>						
Being vaccinated against diseases	20	5	20	6	22	4
Consulting a doctor when sick	7	4	8	4	5	2
Taking medicines especially prepared for the various sick- nesses, and not any household remedy advice	6	3	6	3	4	2
Taking care of house hygiene	5	4	4	4	7	7
Taking care of personal hygiene	5	3	5	2	5	6
Being careful about nutrition	4	2	4	3	3	1
Taking care of women during child- birth, maternity	3	-	3	-	-	-
Others	14	6	15	6	4	2
Don't Know	33	4	35	4	29	-
Nothing	11	73	8	71	31	83

III. SATISFACTION WITH LITERACY AND RADIOPHONIC SCHOOL



III. SATISFACTION WITH LITERACY AND RADIOPHONIC SCHOOL

In addition to the increase in literacy skills and substantive knowledge discussed in sections I and II, the radiophonic system of education may be evaluated in terms of the satisfaction students derive from their participation in it. Satisfaction is viewed here in terms of respondents' own opinions of general and specific benefits accruing from their school attendance.

Over-All Evaluation

The large majority of respondents expressed the opinion that their experiences at the radiophonic schools had been more rewarding than anticipated. Approximately four-fifths of all students interviewed said they had learned more than they had expected as a result of their attendance. Most of the remaining one-fifth expressed disappointment with the extent of the knowledge they had acquired, but a few stated that their expectations matched their returns.

<u>Number of Respondents:</u>	<u>All Respondents In:</u>	
	<u>El Salvador</u> (521)	<u>Honduras</u> (108)
	%	%
Learned <u>more</u> than expected at the radiophonic school	80	77
Learned <u>less</u> than expected at the radiophonic school	17	19
Learned <u>exactly</u> what expected at the radiophonic school	3	4

Satisfaction, in terms of the amount of knowledge acquired having exceeded expectations, increased with frequency of attendance at classes. Those who had attended half or more of the school sessions were much more likely to report an increase over expectations than were those who attended less often or who had dropped out altogether. Conversely, those who had learned less than anticipated at the time of enrollment are more often found among the frequent absentees and drop-outs than among students who went to class more often (see Appendix page A-34).

In both countries, the possession or acquisition of literacy skills did not affect students' evaluations of their classroom experiences; the feeling that they had learned more than expected from the radiophonic schools was just as widespread among the illiterates as among those who could read at the time of the survey.

Specific Benefits

In recruiting students for the radiophonic schools, priests and their representatives usually stress the point with their parishioners that the purpose of the school is mainly to teach people to read and write. As mentioned earlier, in both El Salvador and Honduras the schools had been in operation relatively short periods of time. Moreover, most schools were the first ones within miles and most respondents were original members, so that there had been little opportunity for prospective students to have heard from previous students or students from other

schools detailed information about what else to expect from participation in the schools. Apparently, many new students did not fully comprehend that in the course of acquiring literacy skills one learns information about a number of subjects; that is, as with spoken words, written words are simply tools for conveying information and ideas. Consequently, some respondents appear to have enrolled with the expectation of learning little or nothing more than how to read and write.

From the variety of subjects covered in the radiophonic schools students acquired considerably more knowledge than they expected. The agricultural information received was the most frequently mentioned informational by-product. Close to three-fifths of those persons for whom the overall degree of learning acquired exceed their expectations reported agricultural information as an unanticipated gain.

Interestingly, as the following table shows, about one-fourth of the satisfied group reported that their having learned to read and write (or to read and write as well as they did) had been unanticipated at the time of their enrollment. Unfortunately, the data do not indicate whether it is their own ability to learn that has surpassed their expectations, whether the radiophonic system of teaching literacy proved more effective than anticipated, or whether they had somehow enrolled in the classes without knowing that a major objective of the radiophonic endeavor is the teaching of literacy skills.

<u>Number of Respondents:</u>	<u>Those Who Learned More Than Expected</u>	
	<u>El Salvador</u>	<u>Honduras</u>
	(417) %	(83) %
<u>What They Learned Which They Did Not Expect To Learn:</u>		
Things referring to agriculture or the prevention of soil erosion	57	57
To read or write, the alphabet	26	23
Religious or moral matters	14	6
Things referring to hygiene, health	7	1
Things referring to the home	7	7
Things referring to livestock	6	10
To count, arithmetic, mathematics	4	11
Education or better culture	3	-
To have respect for your fellow man	*	-
Others	10	1
Don't know	6	4

Among the minority of respondents who were disappointed with the degree of learning gained from their participation in the schools, negative opinion was most often connected with the failure to learn to read and write. Again, it is not clear whether these respondents view themselves, the particular class or the radiophonic system as responsible for their disappointment. In

* Less than 0.5 percent

this context it should be remembered that less than one-fifth of the respondents felt the gains in learning had not lived up to their expectations. Of this group of disappointed students, forty-three percent in El Salvador and thirty-three percent in Honduras were dissatisfied because they had not learned to read and write. While these figures appear large, they actually represent only seven and six percent, respectively, of the total samples of respondents in El Salvador and Honduras (see Appendix page A-35).

Chief Benefit from Participation in Schools

Further exploration of student perceptions of the benefits of participation in the radiophonic schools points again to the importance of agricultural information. Not only, as described above, is this type of information the most frequently mentioned field in which gains beyond those expected were obtained, it is considered the principal advantage of school attendance almost as often as learning to read and write. Literacy training was considered as the chief advantage by 31 percent of the respondents in El Salvador and 34 percent in Honduras; agricultural information received was so viewed by 23 percent in El Salvador and 29 percent in Honduras.

In the discussion of motivations for entering the radiophonic schools, the benefits anticipated by students at the outset of their training were described (see Appendix A-44). A comparison of these initial expectations with opinions based on actual experience with the schools indicates

that, for certain segments of respondents, literacy training dropped in value with awareness and acquisition of agricultural knowledge. Among those who had learned how to read at the Salvadoran radiophonic school, 63 percent had anticipated before enrollment that the acquisition of literacy would be the greatest benefit they would achieve, yet at the time of interview only 31 percent classified it as their principal gain. This decreased value placed on the literacy aspect of the school was slightly more true among those who did not know how to read (68 percent compared with 31 percent). However, with regard to agricultural information only 7 percent of those who learned to read at the radiophonic school had anticipated that increased knowledge of agriculture would be the greatest benefit before they enrolled, yet 31 percent so classified it at the time of interview. A shift in the same direction is found for the illiterates. (See Appendix page A-36.)

The relatively high value placed on agricultural subjects by students in the radiophonic schools is also assigned to these subjects by the teachers, administrators, and priests. When the latter were asked to enumerate the courses from which they thought the students derive the most benefit, three out of four mentioned agriculture. (See Appendix A-37).

Similar to the emphasis placed on agricultural knowledge as a major advantage of radiophonic training, is that given religious and moral training. Close to the same proportions of respondents considered this latter training the principal benefit of their attendance as did so with regard to agricultural subjects. In El Salvador, twenty percent of the respondents

assigned this high rating to religious and moral subjects; in Honduras, nineteen percent did so. In view of the school environment and the weight of religious subjects in the curriculum (particularly in El Salvador), it is reasonable that a fair sized proportion would assign a high value to such subjects.

Satisfaction Specifically With Literacy Skills

Number of Respondents:

(309)

(44)

Changed attitudes toward the value of literacy skills are further demonstrated by the fact that not all persons who had acquired the ability to read and write receive as much gratification from their new skills as they had anticipated.

Don't Know

Respondents were asked whether upon learning to read and write, they had obtained all the benefits expected. The ability to read appears slightly more rewarding than the ability to write, but among those who acquired these skills, fair proportions have not received the gratifications anticipated. Again, it must be remembered that because of the relatively short training period for many of the students, their literacy skills were in the early developmental stage where objective expectations would be for limited rewards.

<u>Number of Respondents:</u>	<u>Know How To Write:</u>	
	<u>El Salvador</u> (298)	<u>Honduras</u> (44)
	%	%
Obtained all the benefits anticipated from learning how to write	35	48
Expected greater benefits from learning how to write than what was obtained	65	52

<u>Number of Respondents:</u>	<u>Know How To Read:</u>	
	<u>El Salvador</u> (309)	<u>Honduras</u> (44)
	%	%
Obtained all the benefits anticipated from learning to read	45	48
Expected greater benefits from learning how to read than what was obtained	55	43
Don't Know		9

Disappointment with literacy skills may represent frustration caused by a lack of opportunity to use the skills. In general, only limited reading materials are available and it may be assumed that many of the students have few chances to use their reading skill for meaningful purposes.

a) Use of Reading Skills

Reading the Bible and other religious material is the greatest single use to which literates had put their skill. When those who knew how to read were asked in what way it had helped them in the last few weeks, one out of five in both El Salvador and Honduras said

that they had read the Bible, the catechism and some other religious material. In view of the fact that in many of these rural areas these are essentially the only reading materials available, it is reasonable that they would be mentioned frequently by respondents.

In El Salvador and twenty percent in Honduras could not remember having read anything (see Appendix page A-31). In El Salvador, forty-two percent of the literates said they had read various other kinds of literature, not necessarily religious, such as letters and telegrams (10 percent), newspapers (10 percent), radiophonic school books (12 percent), books from other schools (3 percent), and other unspecified books (14 percent). In Honduras, there was less of a tendency to have used their knowledge to read books and more to have read letters and telegrams.

are none available (see Appendix page A-32). In addition to questions of the general use to which they had put their newly-acquired skills, literates were asked specifically to list the things they had read during the last few weeks. These listings, again, emphasized religious materials. In this connection, however, a striking difference between El Salvador and Honduras appears. In Honduras, only one out of four mentions are of religious material, as against more than half in El Salvador. In Honduras, may

there is considerably more mention of school books, which is logical considering that the Honduran schools, being much newer than the Salvadoran schools, had not yet progressed beyond the most basic ABC level. Seventeen percent of the literates in El Salvador and twenty percent in Honduras could not remember having read anything (see Appendix page A-31).

Close to one out of three literate respondents said that they never read newspapers (El Salvador - 37 percent, Honduras - 32 percent), and more than two out of three report that they never read magazines (El Salvador - 67 percent, Honduras - 77 percent). The main reason given for not doing so is that there are none available (see Appendix page A-32).

There was a greater tendency to read newspapers or magazines among those who had learned to read outside the radiophonic schools than among those who learned at the radiophonic schools. Among those who learned elsewhere at some time, 68 percent read newspapers, and 38 percent read magazines, as compared with 50 percent and 16 percent among those who became literate at radiophonic schools. This may

reflect the fact that, on the average, persons who had learned to read outside had been literate earlier and longer than those who learned at the radiophonic school, and were probably more proficient at it. It may also reflect the higher level of sophistication among literates were much more materialistic than non-radiophonic literates, which has been evidenced in various other places in this analysis.

In El Salvador, eighteen percent claimed that knowing how to read helped them, primarily, in obtaining some utilitarian advantage, such as not being cheated or taken advantage of by others (11 percent), or having gotten better work or improved their living conditions (7 percent). In Honduras, relatively few people mentioned this aspect. One out of four literates in El Salvador mentioned non-utilitarian advantages accruing from knowing how to read, i.e., prestige and feeling of superiority (6 percent), self-edification and education (11 percent), satisfaction of teaching others (2 percent), and moral, spiritual and social improvement (3 percent).

Literates who had learned to read in the radiophonic schools tended a little more to stress religious and utilitarian aspects of literacy than did those who

learned to read outside of radiophonic schools.

The latter tended somewhat more to the non-

religious and aesthetic aspects. (See Appendix

page A-10).

Illiterates were much more materialistic than

aspects of being able to write -- "so that no one will

literate about the advantages of knowing how to

deceive or cheat me"; "to be able to write things

read. (The illiterates, however, were discussing

without other people knowing what I am writing," and

the advantages in theory, whereas the literates

so forth. (See Appendix page A-12).

recounted specific uses to which they had put their

reading ability in the preceding weeks. Conse-

quently, it is likely that many literates had in

effect used their ability for some utilitarian end

such as getting better work, but did not happen to

have done so in the preceding couple of weeks and so

did not mention it.) When illiterates were asked the

advantage of being able to read, more than two out

of five mentioned getting better work or living better

in a material sense. One out of five said it would

protect one against being cheated or taken advantage

of. (See Appendix page A-11).

b) Use of Writing Skills

part, of the ability to make money and/or get a better

In the matter of writing, respondents were even more

utilitarian in their appraisal of the advantages of know-

how to do so. A third of those in El Salvador who could write and almost two-thirds of those who could not said that the principal advantage was to be able to obtain better work or better living conditions. There is also considerable mention of negative and secretive aspects of being able to write -- "so that no one will deceive or cheat me"; "to be able to write things without other people knowing what I am writing," and so forth. (See Appendix page A-12).

Furthermore, when those who know how to write were asked how this skill would be useful to them personally in the future, almost half said it would help them get better work. Most of the remaining mentions of anticipated uses were similarly utilitarian. For example, the one in ten who mentioned being able to sign one's name as being useful considered it so primarily because they would thus avoid having to pay someone else to read and write their name to contracts, promissory notes and similar documents. (See Appendix page A-13).

Consequently, it would seem fair to say that the satisfaction in learning to read and write consists, in large part, of the ability to make money and/or get a better job, and to keep other people from cheating or taking

taken advantage of one or knowing what one is doing.

with reception. The second most frequently mentioned major

Satisfaction as Reflected by Suggestions for Change

part of the students. Thirteen percent of the administrators and
Students appear satisfied with the schools in that they were reluctant
teachers in the two countries mention this. The administrators
to criticize them: only one student in ten could think of any aspect to
and teachers of the schools confirm and share the sentiment of
criticize or any subject to which they would like less time devoted. To
the students in respect to the subjects which should be altered
express criticism, however, may have been considered tantamount to
more time; more than a third think there should be more time
criticizing the church itself. They do express opinions with regard
devoted to agriculture. (See Appendix page A-30).
to subjects to which they would like more time devoted. Here again
agricultural subjects are mentioned: one out of three students thought
that more time in the radiophonic schools should be devoted to agri-
culture, raising livestock and related matters. Hondurans tended
to be more satisfied than the Salvadorans with the present allocation
of time, most likely because the radiophonic school in Honduras had
barely gotten under way at the time of the interview and it was too
soon to judge. (See Appendix page A-38)

to becoming literate, and the difficulty is getting to the classes
The administrators of the schools were more critical than were the
because of the distance (see Appendix page A-42). Reasons for
students. When asked about the main problems confronting teachers,
dropping out of the classes were basically the same as those for not
one out of four administrators mentioned the lack of preparation and
going at all. Naturally, the reasons given by the drop-outs them-
selves are quite different from the reasons the active students
often with the possible exception that 28 percent of the Honduran
attributed to drop-outs. Drop-outs claimed that they did so mainly
administrators and teachers mention bad reception of the broadcasts.
because of circumstances beyond their control such as illness,
However, as was mentioned in the introduction, steps have been
having to take care of someone else, and so forth (28 percent).

taken by the schools in both countries to eliminate interference with reception. The second most frequently mentioned major problem is the lack of intellectual capacity or intelligence on the part of the students. Thirteen percent of the administrators and teachers in the two countries mention this. The administrators and teachers of the schools confirm and share the sentiments of the students in respect to the subjects which should be allotted more time; more than a third think there should be more time devoted to agriculture. (See Appendix page A-40).

Reasons for Dropping Out

(See Appendix page A-43).

With regard to attendance at the schools, students and administrators attribute both the failure to enroll and drop-outs to a wide variety of causes, including personality characteristics and reality problems. According to the students, the principal reasons for people they know not attending the radiophonic schools are laziness, indifference to becoming literate, and the difficulty in getting to the classes because of the distance (see Appendix page A-42). Reasons for dropping out of the classes were basically the same as those for not going at all. Naturally, the reasons given by the drop-outs themselves are quite different from the reasons the active students attributed to drop-outs. Drop-outs claimed that they did so mainly because of circumstances beyond their control such as illness, having to take care of someone else, and so forth (20 percent),

that there were other things to be done (12 percent), bad radio reception (9 percent), the school closed or attendance fell off (20 percent), and five percent who frankly admitted they were too lazy. However, when students and school administrators were shown a list of reasons why people may have dropped out, a somewhat different picture emerges. In El Salvador, both the students and the administrators and teachers thought that laziness and the long distance to the school were the main reasons, although students also tended to blame embarrassment in front of other persons, and the administrators also thought that the pressure from other duties and activities was a consideration. (See Appendix page A-43).

Impact of the School on the Community

In general, particularly considering the newness of the projects in El Salvador and Honduras, the radiophonic system is considered an important contributor to community improvement.

In order to ascertain the extent to which rural adults think of the radiophonic schools as exerting a favorable influence on the community, respondents were asked: "What important changes

have occurred here that have bettered living conditions in this place during the time you have lived here?" (The question was asked early in the interview, before most respondents became aware of the subject of the interview.) Two out of five respondents

in El Salvador and half of those in Honduras mentioned the radiophonic school. There was a greater tendency among men than among women to think of the radiophonic schools as an important change in the community. No other improvement was noted by more than ten percent of the respondents in either country. Of interest is the fact that one out of four Salvadorans and one out of three Hondurans felt that there had been no change for the better in their community. (See Appendix page A-41).

Respondents who reported that at some time they had done something to improve their future more often mentioned the radiophonic schools as a local improvement than did those who had not taken such steps in their own behalf.

	Respondents Who		Number of Cases
	Mentioned Radiophonic School As An Important Change	Did Not Mention Radiophonic School	
	%	%	#
Respondent has done something to improve his future	42	58	(320)
Respondent has not done anything to improve his future	32	68	(201)

Similarly, the school was more often viewed as a community improvement by those who aspire to travel than by those who do not. (41 percent as compared with 29 percent.)

Among students from larger classes (sixteen or more students) the radiophonic schools were more frequently mentioned as a source of community improvement than among students from smaller classes. Perhaps the greater proportion of the local citizens present in class, the greater the tendency may be to link the school and community together in one's mind. Conversely, students in small classes might tend more to think of the schools in terms of a family or neighborhood affair rather than a community effort.

<u>EL SALVADOR:</u>	<u>Mentioned Radiophonic School As An Important Change</u>	<u>Did Not Mention Radiophonic School</u>
<u>Number of Respondents:</u>	(199)	(322)
	%	%
<u>Size of Class:</u>		
Up to six students	30	70
Seven to fifteen students	39	61
Sixteen or more students	50	50

GUIDELINES FOR FUTURE RESEARCH

b) Systematic record-keeping of the following types should
GUIDELINES FOR FUTURE RESEARCH

ideally be in operation for at least six months prior to

The experience in attempting to study the operation of radiophonic schools in Colombia, where the execution of the study proved impossible, and in El Salvador and Honduras, where only limited success can be claimed for even this initial exploration, strongly suggests a minimum set of conditions that should be established before additional, extensive research is undertaken in any country.

1. Full cooperation of the persons responsible for the administration of the schools is indispensable at every stage of the research.
2. This cooperation is required for a long period before any field work is actually begun.
3. No systematic examination of the schools' operation can be made until the schools in effect make themselves "researchable," that is, organize themselves in such a way that their operations are open to empirical scrutiny and evaluation. This period of "self-preparation" should probably include the following:
 - a) No country should be studied on a full scale where the schools have been in operation for less than a year.
 - b) (This factor was not as critical in the case of El Salvador and Honduras since this was primarily a pilot, or benchmark study.)
 - c) studying a few schools within a country in depth.

b) Systematic record-keeping of the following types should

ideally be in operation for at least six months prior to

field work:

(1) a complete roster of schools,

(2) a complete roster of students -- dates of enroll-

ment, drop-out rates, and records of attendance,

(3) a careful record of material broadcast in such a

way that it can be summarized or analyzed as to

content,

(4) initial and periodic tests of literacy according

to some standardized procedure for students, and

(5) a similar record of performance for monitors.

- 4. Since a large proportion of radiophonic school students are literate or semi-literate upon enrollment, more complex instruments for measuring degrees of literacy must be applied and broader criteria for the schools' achievements considered.**
- 5. Some testing should be carried on in comparable communities where there are no schools or where radiophonic broadcasts cannot penetrate.**
- 6. Careful consideration should be given to the two alternatives:**

 - a) attempting wholesale study of the schools' operations, or**
 - b) studying a few schools within a country in depth.**

In brief, since the question at issue is not whether the radiophonic schools can work -- that is, teach something -- but rather to uncover features of the schools' operations that seem to enhance effectiveness in varying social situations and with people of varying capacity and disposition, some conditions that lend themselves at least to quasi-experimentation are required. These conditions were not present in Honduras or El Salvador at the time of this exploratory research.

APPENDIX A

The Tables

A-1

<u>EL SALVADOR</u>	<u>STUDENTS</u>			<u>SUPERVISORY</u>			
	<u>TOTAL</u>	<u>Active</u>	<u>Drop- Out</u>	<u>TOTAL</u>	<u>Priest</u>	<u>Repre- senta- tive</u>	<u>Monitor</u>
<u>Total Number of Inter- views</u>	521	447	74	134	12	11	111
<u>Parish</u>							
San Juan Cojute- peque	120	106	14	28	1	5	22
San Sebastian	37	35	2	12	1	-	11
Verapaz	20	18	2	6	1	1	4
San Juan Opico	16	10	6	5	1	1	3
San Jose Quet- zaltepeque	39	22	17	10	1	-	9
Tejutla	56	40	16	4	-	-	4
Chalatenango	34	28	6	21	2	-	19
Santo Tomas	3	2	1	10	-	2	8
Huizucar	4	4	-	3	1	-	2
San Pedro Per- ulapan	55	49	6	4	1	-	3
Guazapa	64	60	4	9	1	2	6
Suchitoto	58	58	-	22	2	-	20
Tacachica	9	9	-	-	-	-	-
Not Reported	6	6	-	-	-	-	-

HONDURAS

<u>Total Number of Inter- views</u>	<u>108</u>	<u>108</u>	<u>-</u>	<u>29</u>	<u>4</u>	<u>-</u>	<u>25</u>
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Parish

DPTO Central	8	8	-	3	-	-	3
Corpus	26	26	-	4	-	-	4
Nacaome - DPTO							
Paraiso	26	26	-	7	1	-	6
Yuscaran -DPTO							
Paraiso	21	21	-	4	-	-	4
Sabana Grande	17	17	-	2	-	-	2
Choluteca	3	3	-	7	3	-	4
Not Reported	7	7	-	2	-	-	2

EL SALVADOR

<u>Primary Classification</u>	TOTAL N = 100% #	RESPONDENTS WHO:			
		Know How To Read %	Learned to Read at Radiophonic School %	Learned to Read Else- where %	Do Not Know How to Read %
<u>TOTAL</u>	<u>(521)</u>	<u>59</u>	<u>15</u>	<u>44</u>	<u>41</u>
<u>Sex and Age *</u>					
Men under twenty	(89)	70	20	50	30
Men twenty to thirty-nine	(170)	66	18	48	34
Men forty and over	(103)	51	10	41	49
Women under twenty	(55)	71	22	49	29
Women twenty to thirty-nine	(60)	48	10	38	52
Women forty and over	(38)	32	11	21	68
<u>Family Status **</u>					
Husband	(202)	57	14	43	43
Wife	(67)	36	9	27	64
Son	(153)	70	18	52	30
Daughter	(88)	65	19	46	35

*Age could not be ascertained in six cases.

**Family status could not be ascertained in eleven cases.

A - la

EL SALVADOR

Primary Classification . . . continued

	<u>TOTAL</u> N = 100%	<u>Know how</u> <u>to Read</u>	<u>Learned to</u> <u>Read at</u> <u>Radiophonic</u> <u>School</u>	<u>Learned</u> <u>to Read</u> <u>Else-</u> <u>where</u>	<u>Do Not</u> <u>Know How</u> <u>to Read</u>
<u>Ownership of Land</u>					
Own no land	(220)	57	17	40	43
Own up to three hectares	(176)	59	15	44	41
Own more than three hectares	(125)	65	13	52	35
<u>Quality of Dwelling</u>					
**** Poor	(106)	49	16	33	51
***** Intermediate	(407)	62	15	47	38
***** Good	(8)***	(6)	(2)	(4)	(2)

*** Actual figures -- base too small to percentage.

**** Bad walls, dirt floor, no running water.

***** Fair walls, fair floor, with or without running water.

***** Good walls, cement or brick floor, with running water.

EL SALVADOR.Secondary ClassificationRESPONDENTS WHO:

	<u>TOTAL</u> N=100%	<u>Know</u> How to Read %	<u>Learned to Read</u> At Radiophonic School %	<u>Learned</u> To Read Elsewhere %	<u>Do Not</u> Know How to Read %
<u>Ownership of Livestock</u>					
Own no livestock (140)		48	21	27	52
Own poultry only (100)		63	6	57	37
Own draught or dairy animals (191)		62	17	45	38
Own other animals, did not report (90)		67	16	51	33
<u>Geographic Mobility *</u>					
Travel to the main cities in El Salvador (170)		64	15	49	36
Travel to other cities in El Salvador (231)		64	15	49	36
Never travel (228)		55	16	39	45
<u>Frequency of Mobility</u>					
Travel at least once every six months (77)		53	13	40	47
Once every six months to once a year (152)		67	17	50	33
Once a year to once every six years (20)** (14)		(14)	(4)	(10)	(6)
Frequency not specified (40)		62	7	55	38

* Four respondents did not tell whether or not they travel.

** Actual figures -- base too small to percentage.

EL SALVADOR

Secondary Classification ...continued

	<u>TOTAL</u> <u>N=100%</u>	<u>Know</u> <u>How to</u> <u>Read</u>	<u>Learned to Read</u> <u>At Radiophonic</u> <u>School</u>	<u>Learned</u> <u>To Read</u> <u>Elsewhere</u>	<u>Do Not</u> <u>Know How</u> <u>to Read</u>
<u>Activism-Fatalism</u>					
<u>Index:</u>					
Have done some- thing to better their future	(320)	65	16	49	35
Have done nothing to better their future	(201)	50	14	36	50
<u>Level of Social</u> <u>Conservatism</u>					
High	(226)	58	15	43	42
Medium	(226)	58	14	44	42
Low	(69)	65	22	43	35

EL SALVADORSecondary Classification...continued

		RESPONDENTS WHO:			
		Know How to Read	Learned to Read at Radio- phonic School	Learned to Read Else- where	Do Not Know How to Read
TOTAL N = 100%		%	%	%	%
#					
<u>Attitude Toward Education</u>					
"It is better to learn a trade at school than through practice."					
Agree	(291)	61	16	45	39
Disagree	(223)	58	15	43	42
Don't know	(7) *	(3)	(-)	(3)	(4)
"Most of the world's problems can be solved by educating the people."					
Agree	(300)	58	15	43	42
Disagree	(195)	63	18	45	37
Don't know	(26)	50	8	42	50
<u>Size of Class **</u>					
One to six students	(165)	55	16	39	45
Seven to fifteen students	(253)	61	12	49	39
Sixteen or more students	(100)	62	22	40	38
<u>Presence of Children in Class</u>					
No children present in class	(139)	55	12	43	45
Some children present in class	(382)	61	17	44	39

* Actual figures -- base too small to percentage.

** Three respondents said they did not know how many students there had been in last class they attended.

EL SALVADORSecondary Classification...continued

	TOTAL N = 100%	Know How to Read	RESPONDENTS WHO:		
			Learned to Read at Radio- phonic School	Learned to Read Else- where	Do Not Know How to Read
	#	%	%	%	%
<u>Presence of Non-Members of Respondents' Family in Class</u>					
No non-members of family present	(110)	53	12	41	47
Some non-members of family present	(411)	61	17	44	39
<u>Sex Composition of Classes *</u>					
All male classes	(81)	54	10	44	46
Mixed classes	(426)	60	17	43	40
<u>Presence of Priest **</u>					
Was present frequently	(96)	61	20	41	39
Was present once in a while	(183)	57	14	43	43
Was never present	(238)	61	15	46	39

* Since only three percent of the respondents mentioned having attended all female classes, they were not included here.

** Four respondents did not say whether or not the Priest was present.

EL SALVADOR

	TOTAL MEN AND WOMEN**			MEN			WOMEN		
	Under 20	20-39	40 or Over	Under 20	20-39	40 or Over	Under 20	20-39	40 or Over
	(144) %	(230) %	(141) %	(89) %	(170) %	(103) %	(55) %	(60) %	(38) %
<u>TOTAL NUMBER OF RESPONDENTS</u>									
<u>Know how to read</u>	<u>70</u>	<u>61</u>	<u>46</u>	<u>70</u>	<u>66</u>	<u>51</u>	<u>71</u>	<u>48</u>	<u>32</u>
Learned at radio- phonic school.....	21	16	10	20	18	10	22	10	11
Learned outside of radiophonic school.	49	45	36	50	48	41	49	38	21
<u>Do not know how to read</u>	<u>30</u>	<u>39</u>	<u>54</u>	<u>30</u>	<u>34</u>	<u>49</u>	<u>29</u>	<u>52</u>	<u>68</u>

HONDURAS

	TOTAL MEN AND WOMEN			MEN			WOMEN		
	Under 20	20-39	40 or Over	Under 20	20-39	40 or Over	Under 20	20-39	40 or Over
	(42) %	(60) %	(6)** #	(33) %	(42) %	(5)** #	(9)** #	(18)** #	(1)** #
<u>TOTAL NUMBER OF RESPONDENTS</u>									
<u>Know how to read</u>	<u>50</u>	<u>35</u>	<u>(2)</u>	<u>51</u>	<u>43</u>	<u>(2)</u>	<u>(4)</u>	<u>(3)</u>	<u>(-)</u>
Learned at radio- phonic school.....	17	15	(2)	15	19	(2)	(2)	(1)	(-)
Learned outside of radiophonic school.	33	20	(-)	36	24	(-)	(2)	(2)	(-)
<u>Do not know how to read</u>	<u>50</u>	<u>65</u>	<u>(4)</u>	<u>49</u>	<u>57</u>	<u>(3)</u>	<u>(5)</u>	<u>(15)</u>	<u>(1)</u>

*Age was not ascertained for six respondents.

**Actual figures -- base too small to percentage.

EL SALVADOR

A-3

<u>TOTAL NUMBER OF RESPONDENTS</u>	<u>FAMILY STATUS*</u>			
	<u>Husband</u>	<u>Wife</u>	<u>Son</u>	<u>Daughter</u>
	(202)	(67)	(153)	(88)
	%	%	%	%
<u>Know how to read</u>	<u>57</u>	<u>36</u>	<u>70</u>	<u>65</u>
Learned at radiophonic school.....	14	9	18	19
Learned outside of radio- phonic school.....	43	27	52	46
<u>Do not know how to read</u>	<u>43</u>	<u>64</u>	<u>30</u>	<u>35</u>

HONDURAS

<u>TOTAL NUMBER OF RESPONDENTS</u>	<u>FAMILY STATUS</u>			
	<u>Husband</u>	<u>Wife</u>	<u>Son</u>	<u>Daughter</u>
	(22)**	(10)**	(58)	(18)**
	#	#	%	#
<u>Know how to read</u>	<u>(8)</u>	<u>(1)</u>	<u>48</u>	<u>(7)</u>
Learned at radiophonic school.....	(5)	(-)	15	(4)
Learned outside of radio- phonic school.....	(3)	(1)	33	(3)
<u>Do not know how to read</u>	<u>(14)</u>	<u>(9)</u>	<u>52</u>	<u>(11)</u>

* Family status was not ascertained for eleven respondents.

** Actual figures -- base too small to percentage.

EL SALVADOROWNERSHIP OF LAND

	<u>Own No Land</u>	<u>Own Up to 3 Hectares</u>	<u>Own More Than 3 Hectares</u>	
Total				
<u>Number of Respondents (100%)</u>	<u>(220)</u>	<u>(176)</u>	<u>(125)</u>	
	%	%	%	
Know how to read	57	59	65	
Do not know how to read	43	41	35	

OWNERSHIP OF LIVESTOCK

	<u>Own No Livestock</u>	<u>Own Only Poultry</u>	<u>Own Draught or Dairy Animals</u>	<u>Others, Didn't Report</u>
Total				
<u>Number of Respondents (100%)</u>	<u>(140)</u>	<u>(100)</u>	<u>(191)</u>	<u>(90)</u>
	%	%	%	%
Know how to read	48	63	62	67
Do not know how to read	52	37	38	33

QUALITY OF DWELLING

	<u>Poor*</u>	<u>Inter- mediate**</u>	<u>Good***</u>	
Total				
<u>Number of Respondents (100%)</u>	<u>(106)</u>	<u>(407)</u>	<u>(8)****</u>	
	%	%	%	
Know how to read	49	62	(6)	
Do not know how to read	51	38	(2)	

* Bad walls, dirt floor, no running water.

** Fair walls, fair floor, with or without running water.

*** Good walls, cement or brick floor, with running water.

**** Actual figures -- base too small to percentage.

HONDURAS

----- OWNERSHIP OF LAND -----

	<u>Own No Land</u>	<u>Own Up to 3 Hectares</u>	<u>Own More than 3 Hectares</u>	
Total				
Number of Respondents (100%)	(34)	(24)****	(50)	
	%	#	%	
Know how to read	38	(8)	46	
Do not know how to read	62	(16)	54	

----- OWNERSHIP OF LIVESTOCK -----

	<u>Own No Livestock</u>	<u>Own Only Poultry</u>	<u>Own Draught or Dairy Animals</u>	<u>Others, Didn't Report</u>
Total				
Number of Respondents (100%)	(26)	(5)****	(54)	(23)****
	%	#	%	#
Know how to read	27	(2)	48	(9)
Do not know how to read	73	(3)	52	(14)

----- QUALITY OF DWELLING -----

	<u>Poor*</u>	<u>Inter- mediate**</u>	<u>Good***</u>	
Total				
Number of Respondents (100%)	(26)	(80)	(2)****	
	%	%	#	
Know how to read	54	37	-	
Do not know how to read	46	63	(2)	

* Bad walls, dirt floor, no running water.

** Fair walls, fair floor, with or without running water.

*** Good walls, cement or brick floor, with running water.

**** Actual figures -- base too small to percentage.

EL SALVADOROWNERSHIP OF LAND

<u>LITERATES WHO</u>	<u>Own No Land</u>	<u>Own Up to 3 Hectares</u>	<u>Own More than 3 Hectares</u>	
<u>Total</u>				
<u>Number of Respondents (100%)</u>	(125)	(103)	(81)	
	%	%	%	
<u>Learned to read at</u>				
Radiophonic school	30	26	20	
Elsewhere	70	74	80	

OWNERSHIP OF LIVESTOCK

<u>LITERATES WHO</u>	<u>Own No Livestock</u>	<u>Own Only Poultry</u>	<u>Own Draught or Dairy Animals</u>	<u>Others, Didn't Report</u>
<u>Total</u>				
<u>Number of Respondents (100%)</u>	(67)	(63)	(119)	(60)
	%	%	%	%
<u>Learned to read at</u>				
Radiophonic school	43	10	27	23
Elsewhere	57	90	73	77

QUALITY OF DWELLING

	<u>Poor*</u>	<u>Inter- mediate**</u>	<u>Good***</u>	
<u>Total</u>				
<u>Number of Respondents (100%)</u>	(52)	(251)	(6)****	
	%	%	#	
<u>Literates Who Learned to read at</u>				
Radiophonic school	49	25	(2)	
Elsewhere	51	75	(4)	

* Bad walls, dirt floor, no running water.

** Fair walls, fair floor, with or without running water.

*** Good walls, cement or brick floor, with running water

**** Actual figures --base too small to percentage.

HONDURAS

<u>OWNERSHIP OF LAND</u>			
<u>LITERATES WHO</u>	<u>Own No Land</u>	<u>Own Up to 3 Hectares</u>	<u>Own More than 3 Hectares</u>
<u>Total</u>			
<u>Number of Respondents (100%)</u>	(13)**** #	(8)**** #	(23)**** #
<u>Learned to Read at</u>			
Radiophonic school	(3)	(3)	(12)
Elsewhere	(10)	(5)	(11)

<u>OWNERSHIP OF LIVESTOCK</u>				
<u>LITERATES WHO</u>	<u>Own No Livestock</u>	<u>Own Only Poultry</u>	<u>Own Draught or Dairy Animals</u>	<u>Others, Didn't Report</u>
<u>Total</u>				
<u>Number of Respondents (100%)</u>	(7)**** #	(2)**** #	(26) %	(9)**** #
<u>Learned to Read at</u>				
Radiophonic school	(1)	(1)	54	(2)
Elsewhere	(6)	(1)	46	(7)

<u>QUALITY OF DWELLING</u>			
<u>Literates Who Learned to Read at</u>	<u>Poor*</u>	<u>Inter- mediate**</u>	<u>Good***</u>
<u>Total Number of Respondents (100%)</u>	(14)**** #	(30) %	(-)
Radiophonic school	(5)	43	(-)
Elsewhere	(9)	57	(-)

* Bad walls, dirt floor, no running water.

** Fair walls, fair floor, with or without running water.

*** Good walls, cement or brick floor, with running water.

**** Actual figures -- base too small to percentage.

	<u>TOTAL</u> <u>N = 100%</u>	<u>Know</u> <u>How to Read</u>	<u>Learned at</u> <u>Radiophonic</u> <u>School</u>	<u>Learned</u> <u>Elsewhere</u>	<u>Do Not Know</u> <u>How to Read</u>
<u>EL SALVADOR</u>	#	%	%	%	%
<u>Total Respondents Who</u>	<u>(521)</u>	<u>59</u>	<u>15</u>	<u>44</u>	<u>41</u>
Have done something to better their future	(320)	65	16	49	35
Have done nothing to better their future	(201)	50	14	36	50
<u>HONDURAS</u>	#	%	%	%	%
<u>Total Respondents Who</u>	<u>(108)</u>	<u>41</u>	<u>18</u>	<u>23</u>	<u>59</u>
Have done something to better their future	(57)	44	19	25	56
Have done nothing to better their future	(51)	37	14	23	63

	All Who Feel They Have Done Some- thing To Improve Their Future In:	
	El Salvador	Honduras
	(320) %	(57) %
<u>Total Number of Respondents (100%)</u>		
<u>What Respondent Feels He Has Done Recently to Improve His Future *</u>		
To make a cornfield or a vegetable garden	29	23
To plant trees	18	7
To learn how to plant, to work the soil, to raise animals, etc.	8	12
Plant beans	5	9
To buy or raise chickens and other animals	4	3
To better the land	2	-
<u>To educate oneself, to learn to read and write (not specified where)</u>	<u>11</u>	<u>9</u>
<u>To educate oneself, to learn to read and write (through the radiophonic schools)</u>	<u>10</u>	<u>30</u>
To work (not specified)	6	5
To buy a plot of land	4	2
To start a business, to sell something, to engage in business activities	3	2
To learn a trade	3	-
To save in the cooperative	6	3
To help the family, to work in the home	6	5
To better, to improve the house	1	2
To obtain or construct a home, a house	3	7
To get married	1	2
References to religion	3	-
Others	5	5
Don't Know	1	-

*Percentages add to more than one hundred because some respondents mentioned more than one action.

<u>EL SALVADOR</u>	<u>Know How to Read</u>	<u>Learned to Read In Radiophonic School</u>	<u>Learned to Read Elsewhere</u>
<u>Total Number of Respondents (100%)</u>	<u>(309)</u>	<u>(81)</u>	<u>(228)</u>
	%	%	%
<u>How Knowing How to Read Has Helped*</u>			
Reading Bible, catechism	19	21	19
Reading other literature	42	36	43
Gaining utilitarian advantages	18	20	17
Gaining non-utilitarian advantages	24	22	25
 <u>HONDURAS</u>			
<u>Total Number of Respondents (100%)</u>	<u>(44)</u>	<u>(19)**</u>	<u>(25)</u>
	%	#	%
<u>How Knowing How to Read Has Helped *</u>			
Reading Bible, Catechism	20	(6)	12
Reading other literature	41	(8)	40
Gaining utilitarian advantages	7	(2)	4
Gaining non-utilitarian advantages	20	(2)	28

* Fifty-six respondents in El Salvador and six in Honduras could not remember any specific way in which knowing how to read had helped them during recent weeks. Six respondents in El Salvador and four in Honduras said that knowing how to read had not helped them in any way during recent weeks. Some respondents also mentioned several ways in which reading has helped.

** Actual figures -- base too small to percentage.

	Do Not Know How To Read	
	<u>El Salvador</u>	<u>Honduras</u>
	(212) %	(64) %
<u>What Advantages of Knowing How to Read Would Be *</u>		
To obtain better work, to advance in the work already held	29	30
Not to be ignorant any more	20	13
Not to be deceived, cheated	19	17
To be able to read newspapers, magazines, books, directions, letters	19	31
To be able to read things (reference to religion)	8	6
To have an easier, more agreeable life	7	2
Taking advantage of it is for one's own good, to gain an understanding of what is good and what is bad	7	6
To change his life, to become a teacher, priest, doctor, etc.	5	9
Patriotic reasons, to know the rights and duties of a citizen	-	2
Others	17	13
Don't know	5	2

* Percentages add to more than one hundred because some respondents mentioned more than one advantage.

EL SALVADOR

	<u>Know How to Write</u>	<u>Do Not Know How to Write</u>
<u>Total Number of Respondents (100%)</u>	(298)	(223)
	%	%
<u>Advantages of Knowing How to Write *</u>		
One can obtain better work	32	49
One can sign, write one's name	19	12
So that no one will be able to deceive one	16	11
One can write letters	13	-
To be able to write things without other people knowing what one is writing	6	-
One can understand, enjoy life more	6	-
To better oneself (not specified)	2	-
To know about religion	1	-
To better one's standard of living conditions	-	16
To have no doubts about things, not to be ignorant	-	9
Others	22	15
Don't know	5	7

HONDURAS

	<u>Know How to Write</u>	<u>Do Not Know How to Write</u>
<u>Total Number of Respondents (100%)</u>	(44)	(64)
	%	%
<u>Advantages of Knowing How to Write *</u>		
One can obtain better work	55	59
One can write letters	14	8
To be able to write things without other people knowing what one is writing	9	-
One can sign, write one's name	7	11
So that no one will be able to deceive one	2	3
To better one's standard of living conditions	-	17
To have no doubts about things, not to be ignorant	-	5
Others	19	16
Don't know	5	2

* Percentages add to more than one hundred because some respondents mentioned more than one advantage.

EL SALVADOR.

	<u>Know How To Write</u> (298) %	<u>Learned at Radiophonic School</u> (83) %	<u>Learned Elsewhere</u> (215) %
<u>How Knowing How To Write Will Be Useful In The Future *</u>			
Obtain better work	48	43	48
Sign one's name	11	10	11
Live better	7	9	6
Write to friends, relatives, other personal matters	7	8	6
Educate others	4	4	4
Other uses	35	31	35
Don't know	4	4	4

* Percentages add to more than one hundred because some respondents mentioned more than one anticipated use.

	Presence of Children in Last Class Attended	
	One or More Children Were Present	No Children Were Present
<u>EL SALVADOR</u>		
<u>Total Number of Respondents (100%)</u>	(382)	(139)
	%	%
<u>Know How to Read</u>	<u>61</u>	<u>55</u>
Learned at radiophonic school	17	12
Learned elsewhere	44	43
<u>Do Not Know How to Read</u>	<u>39</u>	<u>45</u>
 <u>HONDURAS</u>		
<u>Total Number of Respondents (100%)</u>	(62)	(46)
	%	%
<u>Know How to Read</u>	<u>42</u>	<u>40</u>
Learned at radiophonic school	15	20
Learned elsewhere	27	20
<u>Do Not Know How to Read</u>	<u>58</u>	<u>60</u>

SEX COMPOSITION OF CLASSES*

	<u>----- Last Class Attended -----</u>		
	Was All Male	Was All Female	Included Both Sexes
<u>EL SALVADOR</u>			
<u>Total Number of Respondents (100%):</u>	<u>(81)</u> %	*	<u>(426)</u> %
<u>Know How to Read</u>	<u>54</u>	*	<u>60</u>
Learned at radiophonic school	10	*	17
Learned elsewhere	44	*	43
<u>Do Not Know How to Read</u>	<u>46</u>	*	<u>40</u>
 <u>HONDURAS</u>			
<u>Total Number of Respondents (100%):</u>	<u>(26)</u> %	<u>(12)**</u> #	<u>(70)</u> %
<u>Know How to Read</u>	<u>62</u>	<u>(1)</u>	<u>39</u>
Learned at radiophonic school	19	(-)	19
Learned elsewhere	43	(1)	20
<u>Do Not Know How to Read</u>	<u>38</u>	<u>(11)</u>	<u>61</u>

* Since only three per cent of the respondents mentioned having attended all-female classes, they were not included here.

** Actual figures -- base too small to percentage.

FAMILY VERSUS NON-FAMILY CLASSES

<u>EL SALVADOR</u>	<u>LAST CLASS ATTENDED</u>	
	<u>Included Only Family Members</u>	<u>Included Non- Family Members</u>
<u>Total Number of Respondents (100%)</u>	<u>(110)</u> %	<u>(411)</u> %
<u>Know How to Read</u>	<u>53</u>	<u>61</u>
Learned at radiophonic school	12	17
Learned elsewhere	41	44
<u>Do Not Know How to Read</u>	<u>47</u>	<u>39</u>
 <u>HONDURAS</u>		
<u>Total Number of Respondents (100%)</u>	<u>(9)*</u> #	<u>(99)</u> %
<u>Know How to Read</u>	<u>(5)</u>	<u>39</u>
Learned at radiophonic school	(3)	15
Learned elsewhere	(2)	24
<u>Do Not Know How to Read</u>	<u>(4)</u>	<u>61</u>

* Actual figures -- base too small to percentage.

EL SALVADOR

-----RESPONDENTS WHO:-----

	<u>Know How to Read</u>	<u>Learned to Read at Radiophonic School</u>	<u>Learned to Read Elsewhere</u>	<u>Do Not Know How to Read</u>
Total				
<u>Number of Respondents</u>	<u>(309)</u>	<u>(81)</u>	<u>(228)</u>	<u>(212)</u>
	%	%	%	%
<u>Proportion of Classes Attended</u>				
More than half	43	36	45	41
Half	23	25	22	21
Less than half	28	33	27	35
Frequency not reported	6	6	6	3
Dropped out*	14	12	14	15

* Drop-outs are listed separately here as well as being included within the other categories. For this reason columns down add to more than 100%.

EL SALVADORPrimary Classification

	<u>TOTAL</u> <u>N = 100%</u>		<u>More</u> <u>Than</u> <u>Half</u>	<u>Half</u>	<u>Less</u> <u>Than</u> <u>Half</u>	<u>Not</u> <u>Reported</u>	<u>Dropped</u> <u>Out*</u>
	#	%	%	%	%	%	%
<u>TOTAL</u>	(521)	%	42	22	31	5	14
<u>Sex and Age:*****</u>							
Men under twenty years of age	(89)	%	40	28	26	6	15
Men from twenty to thirty- nine	(170)	%	40	21	34	5	12
Men forty and over	(103)	%	43	22	30	5	15
Women under twenty years of age	(55)	%	38	22	35	5	13
Women from twenty to thirty-nine	(60)	%	50	18	27	5	18
Women forty and over	(38)	%	37	21	39	3	18
<u>Family Status *****</u>							
Husband	(202)	%	41	20	34	5	14
Wife	(67)	%	40	22	34	4	19
Son	(153)	%	44	26	25	5	13
Daughter	(88)	%	44	19	32	5	15
<u>Ownership of Land.</u>							
Own no land	(220)	%	43	19	31	7	15
Own up to three hectares	(176)	%	41	25	30	4	12
Own more than three hectares	(125)	%	41	24	33	2	17
<u>Quality of Dwelling:</u>							
*** Poor	(106)	%	39	19	35	7	11
**** Intermediate	(407)	%	43	23	30	4	15
***** Good	(8)**%	(2)	(3)	(2)	(1)	(3)	

*Drop-outs are listed separately here as well as being included within the other categories. For this reason, columns across add to more than one hundred per cent.

** Actual figures -- base too small to percentage.

*** Bad walls, dirt floor, no running water.

**** Fair walls, fair floor, with or without running water.

***** Good walls, cement or brick floor, with running water.

***** Age could not be ascertained in six cases.

***** Family status could not be ascertained in eleven cases.

EL SALVADORSecondary Classification

	<u>PROPORTION OF CLASSES ATTENDED</u>						
	<u>TOTAL</u> <u>N = 100%</u>	<u>More</u> <u>Than</u>		<u>Less</u> <u>Than</u>	<u>Not</u>	<u>Dropped</u>	
		<u>Half</u>	<u>Half</u>	<u>Half</u>	<u>Reported</u>	<u>Out*</u>	
	#	%	%	%	%	%	
<u>GEOGRAPHIC MOBILITY</u>							
Travel to the main cities in El Salvador	(170)	%	46	21	27	6	12
Travel to other cities in El Salvador	(231)	%	42	20	32	6	14
Never travel	(228)	%	36	24	35	5	15
<u>Desire to Travel</u>							
Wish to travel	(441)	%	42	22	30	6	13
Do not wish to travel	(69)	%	39	25	35	1	22
Don't Know	(11)**	#	(4)	(1)	(6)	(-)	(2)
Wish to visit the main cities in El Salvador	(227)	%	43	23	28	6	16
Wish to visit other cities in El Salvador	(229)	%	44	22	28	6	17
Wish to visit the United States	(66)	%	36	26	35	3	8
Wish to visit other countries	(134)	%	42	19	35	4	11
<u>Hopes for the Future</u>							
Materialistic hopes	(255)	%	44	23	26	7	16
Non-materialistic hopes	(96)	%	40	17	40	3	13
Materialistic and non-materialistic hopes	(170)	%	38	25	33	4	12
<u>Fears for the Future</u>							
Materialistic fears	(240)	%	39	24	31	6	14
Non-materialistic fears	(134)	%	43	24	31	2	14
Materialistic and non-materialistic fears	(147)	%	46	18	31	5	14

continued ...

*Drop-outs are listed separately here as well as being included within the other categories. For this reason, columns across add to more than 100%.

**Actual figures -- base too small to percentage.

EL SALVADORSecondary Classification(continued)

	Total N - 100%		<u>Proportion of Classes Attended</u>				Not Reported	Dropped Out*
			<u>More Than Half</u>	<u>Half</u>	<u>Less Than Half</u>			
<u>Size of Class</u>								
One to six students	(165)	%	38	25	32	5	15	
Seven to fifteen students	(253)	%	46	19	30	5	13	
Sixteen or more students	(100)	%	39	25	32	4	16	
<u>Presence of Children in Class</u>								
No children present in class	(139)	%	38	25	32	5	18	
Some children present in class	(382)	%	43	21	31	5	13	
<u>Presence of Non-Members of Respondent's Family in Class</u>								
No non-members of family present	(110)	%	40	17	37	6	14	
Some non-members of family present	(411)	%	43	23	29	5	14	
<u>Sex Composition of Classes **</u>								
All male classes	(81)	%	35	23	33	9	14	
Mixed classes	(426)	%	43	22	31	4	14	

* Drop-outs are listed separately here as well as being included within the other categories. For this reason, columns across add to more than 100%.

** Since only three per cent of the respondents mentioned having attended all female classes, they were not included here.

EL SALVADORSecondary Classification (Continued)

	TOTAL N = 100%	<u>Proportion of Classes Attended</u>				
		More Than Half	Half	Less Than Half	Not Reported	Dropped Out *
	#	%	%	%	%	%
<u>ACTIVISM-FATALISM INDEX</u>						
Have done something to better their future	(320)	41	21	33	5	14
Have done nothing to better their future	(201)	44	23	28	5	14
<u>LEVEL OF SOCIAL CONSERVA- TISM INDEX:</u>						
High	(226)	39	21	34	6	12
Medium	(226)	42	21	32	5	16
Low	(69)	49	29	19	3	13

*

Drop-outs are listed separately here as well as being included within the other categories. For this reason, columns across add to more than 100%.

EL SALVADORSecondary Classification (Continued)PROPORTION OF CLASSES ATTENDED

		More	Less		
TOTAL	Than	Than	Not	Dropped	
N = 100%	Half	Half	Reported	Out*	

ATTITUDE TOWARD EDUCATION."It is better to learn a trade at school than through practice."

Agree	(291)	%	40	24	32	4	13
Disagree	(223)	%	45	20	29	6	16
Don't Know	(7)**	#	(2)	(1)	(4)	(-)	(1)

"Most of the world's problems can be solved by educating the people."

Agree	(300)		42	20	32	6	12
Disagree	(195)		40	27	29	4	16
Don't Know	(26)		46	12	38	4	22

SCOPE OF SOCIAL BONDS:

Would appeal to the family in at least two out of three problem situations

(95)	43	21	32	4	11
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Would appeal to friends and neighbors in at least two out of three problem situations

(63)	27	21	47	5	21
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Would appeal to some outside individual or agency in at least two out of three problem situations

(289)	46	19	29	6	13
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Would appeal to a different group in each situation

(74)	36	36	24	4	16
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continued ...

* Drop-outs are listed separately here as well as being included within the other categories. For this reason, columns across add to more than 100%.

**Actual figures -- base too small to percentage.

EL SALVADORSECONDARY CLASSIFICATION (Continued)

		PROPORTION OF CLASSES ATTENDED					
		TOTAL	More	Less	Not	Dropped	
		N = 100%	Than	Than	Reported	Out*	
			Half	Half	Half		
<u>MOTIVATION:</u>							
<u>Those Who Know How to Read</u>	(309)	%	<u>43</u>	<u>23</u>	<u>28</u>	<u>6</u>	<u>14</u>
In What Way Reading Has Helped During the Preceding Few Weeks:							
Reading Bible, catechism	(60)	%	35	27	35	3	12
Reading other literature	(128)	%	46	21	25	8	13
Gaining material advantages	(55)	%	38	24	33	5	18
Gaining non-material advantages	(74)	%	41	16	34	9	11
<u>Those Who Do Not Know How to Read</u>	(212)	%	<u>41</u>	<u>21</u>	<u>35</u>	<u>3</u>	<u>15</u>
In What Way Reading Would Be Beneficial:							
Obtaining a better job	(68)	%	31	22	43	4	16
Other advantages	(144)	%	45	21	31	3	14
<u>Those Who Know How to Write</u>	(298)	%	<u>44</u>	<u>22</u>	<u>28</u>	<u>6</u>	<u>14</u>
Advantages of Knowing How to Write:							
Obtaining a better job	(94)	%	42	30	26	2	13
Other advantages	(204)	%	44	19	29	8	15
<u>Those Who Do Not Know How to Write</u>	(223)	%	<u>39</u>	<u>22</u>	<u>35</u>	<u>4</u>	<u>14</u>
In What Way Writing Would be Beneficial:							
Obtaining a better job	(129)	%	42	21	33	4	13
Other advantages	(94)	%	37	22	38	3	17

*Drop-outs are listed separately here as well as being included within the other categories. For this reason, columns across add to more than 100%.

EL SALVADOR

<u>Parishes:</u>	<u>Proportion of Classes Attended</u>					
	<u>Total</u>	<u>More</u>		<u>Less</u>	<u>Not</u>	<u>Dropped</u>
	<u>N = 100%</u>	<u>Than</u>	<u>Half</u>	<u>Than</u>	<u>Reported</u>	<u>Out**</u>
	<u>#</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
San Juan Cojutepeque	(120)	59	14	21	6	12
San Sebastian	(37)	27	40	30	3	5
Verapaz	(20)	5	15	70	10	10
San Juan Opico	(16)	38	43	19	-	38
San Jose Quetzaltepeque	(39)	38	13	44	5	44
Tejutla	(56)	36	25	39	-	29
Chalatenango	(34)	32	29	36	3	18
Santo Tomas	(3)*	(-)	(1)	(2)	(-)	(1)
Huizucar	(4)*	(1)	(1)	(2)	(-)	(-)
San Pedro Perulapan	(55)	60	13	20	7	11
Guazapa	(64)	36	23	33	8	6
Suchitoto	(58)	40	29	26	5	-
Tacachica	(9)*	(1)	(2)	(6)	(-)	(-)
Parish Not Reported	(6)*	(3)	(1)	(1)	(1)	(-)

* Actual figures - base too small to be percentaged.

** Drop-outs are listed separately here as well as being included within the other categories. For this reason, columns across add to more than 100%.

EL SALVADOR

----- Respondents Who: -----

	<u>Know How to Read</u>	<u>Learned to Read at Radiophonic School</u>	<u>Learned to Read Elsewhere</u>	<u>Do Not Know How to Read</u>
Total				
<u>Number of Respondents:</u>	(309)	(81)	(228)	(212)
	%	%	%	%
<u>Length of Time In Attendance:</u>				
Three months or less	18	16	19	22
Four to six months	45	48	42	34
More than six months	18	17	19	19
Length of time not reported	19	19	20	25

GEOGRAPHIC MOBILITY

	Have Visited State and/or <u>National Capital</u>	Have Visited Other Towns <u>In the Vicinity</u>	Have Never <u>Travelled</u>
<u>EL SALVADOR:</u>			
<u>Total Number of Respondents (100%)</u>	(170)	(231)	(228)
	%	%	%
<u>Know How to Read</u>	<u>64</u>	<u>64</u>	<u>55</u>
Learned in radiophonic school	15	15	16
Learned elsewhere	49	49	39
<u>Do Not Know How to Read</u>	<u>36</u>	<u>36</u>	<u>45</u>
<u>HONDURAS:</u>			
<u>Total Number of Respondents (100%)</u>	(25)	(23)*	(72)
	%	#	%
<u>Know How to Read</u>	<u>36</u>	(<u>12</u>)	<u>40</u>
Learned in radiophonic school	20	(7)	12
Learned elsewhere	16	(5)	28
<u>Do Not Know How to Read</u>	<u>64</u>	(<u>11</u>)	<u>60</u>

* Actual figures -- base too small to percentage.

	Number of Students In Last Class Attended			
	One to <u>Six</u>	Seven to <u>Fifteen</u>	Sixteen or <u>More</u>	Don't Know
<u>EL SALVADOR</u>				
<u>Total Number of Respondents (100%)</u>	(165)	(253)	(100)	(3)*
	%	%	%	#
<u>Know How to Read</u>	<u>55</u>	<u>61</u>	<u>62</u>	(2)
Learned at radiophonic school	16	12	22	(1)
Learned elsewhere	39	49	40	(1)
<u>Do Not Know How to Read</u>	<u>45</u>	<u>39</u>	<u>38</u>	(1)
<u>HONDURAS:</u>				
<u>Total Number of Respondents (100%)</u>	(28)	(54)	(26)	(-)
	%	%	%	
<u>Know How to Read</u>	<u>36</u>	<u>46</u>	<u>34</u>	(-)
Learned at radiophonic school	18	17	15	(-)
Learned elsewhere	18	29	19	(-)
<u>Do Not Know How to Read</u>	<u>64</u>	<u>54</u>	<u>66</u>	(-)

* Actual figures -- base too small to percentage.

EL SALVADOR

	<u>Priest Visited Class **</u>		
	<u>Frequently</u>	<u>Once In A While</u>	<u>Never</u>
<u>Total Number of Respondents (100%)</u>	<u>(96)</u>	<u>(183)</u>	<u>(238)</u>
	%	%	%
<u>Know How to Read</u>	<u>61</u>	<u>57</u>	<u>61</u>
Learned at radiophonic school	20	14	15
Learned elsewhere	41	43	46
<u>Do Not Know How to Read</u>	<u>39</u>	<u>43</u>	<u>39</u>

	<u>Parish Representative Visited Class ***</u>		
	<u>Frequently</u>	<u>Once In A While</u>	<u>Never</u>
<u>Total Number of Respondents (100%)</u>	<u>(152)</u>	<u>(232)</u>	<u>(36)</u>
	%	%	%
<u>Know How to Read</u>	<u>61</u>	<u>62</u>	<u>53</u>
Learned at radiophonic school	16	16	14
Learned elsewhere	45	46	39
<u>Do Not Know How to Read</u>	<u>39</u>	<u>38</u>	<u>47</u>

HONDURAS

	<u>Priest Visited Class *</u>		
	<u>Frequently</u>	<u>Once In A While</u>	<u>Never</u>
<u>Total Number of Respondents (100%)</u>	<u>(25)</u>	<u>(34)</u>	<u>(49)</u>
	%	%	%
<u>Know How to Read</u>	<u>44</u>	<u>38</u>	<u>41</u>
Learned at radiophonic school	24	3	23
Learned elsewhere	20	35	18
<u>Do Not Know How to Read</u>	<u>56</u>	<u>62</u>	<u>59</u>

* There were no parish representatives in Honduras.

** Four respondents did not say how often the priest visited the class.

*** One hundred and one respondents said that there was no representative in their parish.

A-24

<u>EL SALVADOR</u>	<u>Would Like to Visit Some Other Place</u>	<u>Would Not Like to Visit Some Other Place</u>	<u>Don't Know</u>
<u>Total Number of Respondents</u> (100%)	(441) %	(69) %	(11)* #
<u>Know How to Read</u>	<u>60</u>	<u>58</u>	<u>(5)</u>
Learned in radiophonic school	16	16	(1)
Learned elsewhere	44	42	(4)
<u>Do Not Know How to Read</u>	<u>40</u>	<u>42</u>	<u>(6)</u>

HONDURAS

<u>Total Number of Respondents</u> (100%)	(86) %	(16)* #	(6)* #
<u>Know How to Read</u>	<u>45</u>	<u>(4)</u>	<u>(1)</u>
Learned in radiophonic school	18	(2)	(-)
Learned elsewhere	27	(2)	(1)
<u>Do Not Know How to Read</u>	<u>55</u>	<u>(12)</u>	<u>(5)</u>

<u>THOSE WHO WOULD LIKE TO VISIT SOME OTHER PLACE, WOULD LIKE TO VISIT</u>	<u>Main Cities in Own Country</u>	<u>Other Cities in Own Country</u>	<u>Other Countries</u>	<u>United States</u>
<u>EL SALVADOR</u>				
<u>Total Number of Respondents (100%)</u>	(227) %	(229) %	(134) %	(66) %
<u>Know How to Read</u>	<u>61</u>	<u>60</u>	<u>60</u>	<u>56</u>
<u>Do Not Know How to Read</u>	<u>39</u>	<u>40</u>	<u>40</u>	<u>44</u>
<u>HONDURAS:</u>				
<u>Total Number of Respondents (100%)</u>	(40) %	(49) %	(25) %	(8)* #
<u>Know How to Read</u>	<u>48</u>	<u>43</u>	<u>44</u>	<u>(4)</u>
<u>Do Not Know How to Read</u>	<u>52</u>	<u>57</u>	<u>56</u>	<u>(4)</u>

* Actual figures -- base too small to percentage.

<u>EL SALVADOR</u>	<u>Hopes For Future Are All *</u>	
	<u>Materialistic</u>	<u>Non-Materialistic</u>
<u>Total Number of Respondents (100%)</u>	<u>(255)</u>	<u>(96)</u>
	%	%
Know how to read	59	56
Do Not know how to read	41	44

HONDURAS

<u>Total Number of Respondents (100%)</u>	<u>(45)</u>	<u>(20)***</u>
	%	#
Know how to read	33	(12)
Do Not know how to read	67	(8)

<u>EL SALVADOR</u>	<u>Fears For Future Are All **</u>	
	<u>Materialistic</u>	<u>Non-Materialistic</u>
<u>Total Number of Respondents (100%)</u>	<u>(240)</u>	<u>(134)</u>
	%	%
Know how to read	60	60
Do Not know how to read	40	40

HONDURAS

<u>Total Number of Respondents (100%)</u>	<u>(41)</u>	<u>(33)</u>
Know how to read	39	42
Do Not know how to read	61	58

* In El Salvador, there were 170, and in Honduras 43, people who had hopes which were partially materialistic and partially not, or who did not express their hopes.

** In El Salvador, there were 147, and in Honduras 34, people who had fears which were partially materialistic and partially not, or who did not express their fears.

*** Actual figures -- base too small to percentage.

	----- Level of Conservatism -----		
	<u>High</u>	<u>Medium</u>	<u>Low</u>
<u>EL SALVADOR</u>			
<u>Total Number of Respondents (100%)</u>	<u>(226)</u>	<u>(226)</u>	<u>(69)</u>
	%	%	%
<u>Know How to Read</u>	<u>58</u>	<u>58</u>	<u>65</u>
Learned in radiophonic school	15	14	22
Learned elsewhere	43	44	43
<u>Do Not Know How to Read</u>	<u>42</u>	<u>42</u>	<u>35</u>
 <u>HONDURAS</u>			
<u>Total Number of Respondents (100%)</u>	<u>(61)</u>	<u>(46)</u>	<u>(1)*</u>
	%	%	#
<u>Know How to Read</u>	<u>40</u>	<u>41</u>	<u>(1)</u>
Learned in radiophonic school	20	13	(-)
Learned elsewhere	20	28	(1)
<u>Do Not Know How to Read</u>	<u>60</u>	<u>59</u>	<u>(-)</u>

* Actual figures -- base too small to percentage.

	Know How to Read	Learned in Radiophonic School	Learned Elsewhere	Know How to Read
<u>EL SALVADOR</u>				
<u>Total Number of Respondents (100%)</u>	<u>(309)</u> %	<u>(81)</u> %	<u>(228)</u> %	<u>(212)</u> %
<u>"It is better to learn a trade at school than through practice."</u>				
Agree	57	59	57	54
Disagree	42	41	42	44
Don't know	1	-	1	2
<u>"Most of the World's problems can be solved by educating people."</u>				
Agree	56	54	57	60
Disagree	40	43	38	34
Don't Know	4	3	5	6
<u>HONDURAS</u>				
<u>Total Number of Respondents (100%)</u>	<u>(44)</u> %	<u>(18)*</u> #	<u>(26)</u> %	<u>(64)</u> %
<u>"It is better to learn a trade at school than through practice."</u>				
Agree	45	(10)	38	44
Disagree	55	(8)	62	56
Don't Know	-	(-)	-	-
<u>"Most of the World's problems can be solved by educating people."</u>				
Agree	43	(7)	46	45
Disagree	57	(11)	54	53
Don't Know	-	(-)	-	2

* Actual figures -- base too small to percentage.

	Know How to Read	Learned in Radiophonic School	Learned Elsewhere	Do Not Know How to Read
<u>EL SALVADOR</u>				
<u>Total Number of Respondents (100%)</u>	(309) %	(81) %	(228) %	(212) %
<u>In at least two out of three problem situations, would appeal to:</u>				
Family	22	21	21	14
Friends or neighbors	9	15	7	16
Outsiders	54	47	58	57
Would appeal to different group in each situation	15	17	14	13
<u>HONDURAS</u>				
<u>Total Number of Respondents (100%)</u>	(44) %	(18)* #	(26) %	(64) %
<u>In at least two out of three problem situations, would appeal to:</u>				
Family	36	(8)	31	23
Friends or neighbors	14	(1)	19	22
Outsiders	45	(8)	46	36
Would appeal to different group in each situation	5	(1)	4	19

* Actual figures -- base too small to percentage.

Appendix pages A-29 and A-30 are missing. The information involved in these appendices has been included as part of the text in the main body of the report.

A-31

	All Literate Respondents	<u>Literates in:</u>	
		El Salvador	Honduras
<u>Number of Respondents:</u>	(353)	(309)	(44)
	%	%	%
<u>Things Read in the Last Few Weeks</u> *			
Catechism; missal	21	23	9
Bible	7	8	5
Other religious books	23	25	7
Books from the radiophonic school	14	11	30
Books from the public schools	3	3	9
Patriotic, historic books	4	4	2
Books (not specified)	4	4	5
Agricultural books	16	17	14
Almanac	5	5	7
"The Castle of Literacy"	4	4	5
Newspaper	16	16	14
Magazines	3	3	9
Nothing; Don't Know	17	17	20

*Percentages add to more than one hundred because some respondents mentioned more than one type of literature.

EL SALVADOR HONDURASREASONS FOR NOT READING NEWSPAPERS**

<u>Total Literates Who Do Not Read Newspapers (100%)</u>	<u>(113)</u>	<u>(14)*</u>
	%	#
There are no newspapers	40	(6)
Respondent not accustomed to or interested in reading	16	(2)
A lack of money	13	(1)
Still doesn't read well enough	11	(4)
Doesn't have time	13	(1)
Others	13	(-)
Don't Know	5	(-)

REASONS FOR NOT READING MAGAZINES**

<u>Total Literates Who Do Not Read Magazines (100%)</u>	<u>(206)</u>	<u>(34)</u>
	%	%
Can't obtain them	27	26
Has never seen anyone selling them	13	29
Can't pay	23	18
Is not interested in magazines	17	6
Only reads religious books	1	-
Doesn't have time	8	9
Still not able to read well	6	9
The priest told him that they will confuse him, that they are bad	5	-
Others	4	9
Don't Know	10	3

* Actual figures -- base too small to percentage.

** Percentages add to more than one hundred because some respondents mentioned more than one reason.

EL SALVADOR

----- RESPONDENTS WHO: -----				
	Know How to Read	Learned to Read at Radiophonic School	Learned to Read Elsewhere	Do Not Know How to Read
<u>Total Number of Respondents</u>	(309)	(81)	(228)	(212)
	%	%	%	%
<u>Respondents' Satisfaction With What They Have Learned At Radiophonic School *</u>				
Learned more than expected	78	77	79	82
Learned less than expected	17	21	16	15

HONDURAS

----- RESPONDENTS WHO: -----				
	Know How to Read	Learned to Read at Radiophonic School **	Learned to Read Elsewhere	Do Not Know How to Read
<u>Total Number of Respondents</u>	(44)	(18)	(26)	(64)
	%	#	%	%
<u>Respondents' Satisfaction With What They Have Learned At Radiophonic School *</u>				
Learned more than expected	77	(12)	85	76
Learned less than expected	20	(5)	15	19

*Percentages add up to a little under 100% because some respondents did not answer the question.

** Actual figures -- base too small to percentage.

EL SALVADOR- DURING THE PRECEDING YEAR, RESPONDENT: -

	Attended More Than 1/2 The Classes	Attended 1/2 The Classes	Attended Less Than 1/2 The Classes	Dropped Out	No Re- port
<u>Total Number of Respondents (100%)</u>	(218) %	(115) %	(162) %	(74) %	(26) %
Learned <u>more</u> than expected	87	83	69	57	77
Learned <u>less</u> than expected	10	17	25	38	19
Others	3	-	6	5	4

	Those Who Learned Less Than Expected	
	<u>EL SALVADOR</u>	<u>HONDURAS</u>
<u>Total Number of Respondents (100%)</u>	(86)	(21)*
	%	#
<u>What They Had Expected to Learn and Did Not **</u>		
To read and write	43	(7)
Things referring to agriculture	12	(12)
Arithmetic	6	(3)
About religion	2	(-)
About morality	2	(-)
Other things	35	(3)
Don't know; No Answer	9	(-)

* Actual figures -- base too small to percentage.

** Percentages add to more than 100 per cent because some of the respondents gave more than one answer.

EL SALVADOR

	Know How to Read	Learned at Radiophonic School	Learned Elsewhere	Do Not Know How to Read
<u>Total Number of Respondents (100%)</u>	<u>(309)</u>	<u>(81)</u>	<u>(228)</u>	<u>(212)</u>
	%	%	%	%
<u>Consider Most Important Advantage of Radiophonic School to Be:</u> *				
Training in literacy	31	31	32	31
Learning about agriculture	24	31	22	21
Religious, moral training	21	25	20	17
Cultural development	9	6	11	11
Learning about hygiene	6	10	4	4
Learning home economics	3	1	3	3
Others	22	22	22	24
Don't Know	14	12	15	12
None, No Advantage	17	25	14	-

*Percentages add to more than 100 percent because some respondents mentioned more than one advantage.

SCHOOL ADMINISTRATORS

	<u>Parish</u>			
<u>EL SALVADOR</u>	<u>Total</u>	<u>Teachers</u>	<u>Representatives</u>	<u>Priests</u>
<u>Total Number of Respondents</u>	(134)	(111)	(11)*	(12)*
<u>(100%)</u>	%	%	#	#
<u>Courses From Which They Consider Students Are Receiving Most Benefit **</u>				
Agriculture	71	72	(8)	(7)
To read and write	32	30	(5)	(5)
Religion	8	7	(2)	(1)
Morals	6	6	(-)	(1)
Education for the home	10	10	(1)	(1)
Social education	2	2	(-)	(1)
Hygiene, health	9	8	(3)	(-)
Arithmetic	3	2	(2)	(-)
Others	3	4	(-)	(-)
Don't know	2	3	(-)	(-)
All courses	1	2	(-)	(-)
<u>HONDURAS</u>				
<u>Total Number of Respondents</u>	(29)	(25)		(4)*
<u>(100%)</u>	%	%		#
<u>Courses From Which They Consider Students Are Receiving Most Benefit **</u>				
Agriculture	79	80		(3)
To read and write	48	48		(2)
Religion	14	12		(1)
Morals	7	8		(-)
Education for the home	7	-		(2)
Social education	3	-		(1)
Hygiene, health	14	12		(1)
Arithmetic	24	24		(1)
Others	7	8		(-)

* Actual figures -- base too small to percentage.

** Percentages add to more than 100 per cent because some respondents mentioned several courses.

	STUDENTS	
	EL SALVADOR	HONDURAS
	(521)	(108)
<u>Total Number of Respondents (100%)</u>		
	%	%
<u>Would Like to See more Time Devoted to *</u>		
Agriculture	32	19
Morality	14	-
Religion	12	8
Arithmetic	13	18
To read or write	22	25
Health	14	2
History	5	2
Democracy, civics, politics	5	-
Home economics	2	1
Others	8	1
Don't Know, No Answer	6	1
Everything is All Right as It is	21	44

* Percentages add to more than 100 per cent because some respondents mentioned several subjects.

	EL SALVADOR				HONDURAS		
	Represent-						
	<u>Total</u>	<u>Teachers</u>	<u>atives</u>	<u>Priests</u>	<u>Total</u>	<u>Teachers</u>	<u>Priests</u>
<u>Total Number of Respondents (100%)</u>	(134)	(111)	(11)*	(12)*	(29)	(25)	(4)*
	%	%	#	#	%	%	#
Think the Students would Like to See More Time In The Radiophonic School Devoted To **							
Agriculture	60	60	(7)	(6)	34	36	(1)
To read and write	37	38	(4)	(3)	86	84	(4)
Morals	16	16	(3)	(1)	-	-	(-)
Arithmetic	13	14	(2)	(-)	31	32	(1)
Religion	12	9	(1)	(5)	3	4	(-)
Health and hygiene	13	11	(3)	(3)	3	4	(-)
Social relations	1	-	(-)	(1)	-	-	(-)
History, geography	4	5	(1)	(-)	3	-	(1)
Patriotism	4	3	(1)	(1)	-	-	(-)
Education for the home	9	9	(2)	(-)	-	-	(-)
Others	1	1	(-)	(-)	3	4	(-)
None	1	1	(-)	(1)	-	-	(-)
Don't Know	2	2	(-)	(1)	-	-	(-)
All subjects	5	6	(-)	(-)	-	-	(-)

* Actual figures -- base too small to percentage.

** Percentages add to more than one hundred because some respondents mentioned more than one subject.

Total Number of Respondent (100%)	EL SALVADOR				HONDURAS		
	Represent-						
	Total	Teachers	atives	Priests	Total	Teachers	Priests
	(134)	(111)	(11)*	(12)*	(29)	(25)	(4)*
	%	%	#	#	%	%	#
<u>Would Like to See More Time Devoted To **</u>							
Agriculture	37	37	(3)	(5)	41	44	(1)
To read and write	27	27	(4)	(2)	45	44	(2)
Morals	22	25	(1)	(1)	-	-	(-)
Arithmetic	13	15	(1)	(-)	34	36	(1)
Religion	12	11	(3)	(1)	7	8	(-)
Health, hygiene	20	21	(3)	(1)	10	8	(1)
History, geography	10	11	(1)	(-)	-	-	(-)
Civics	9	6	(3)	(2)	7	8	(-)
Education for the home	10	12	(1)	(-)	3	4	(-)
Others	3	4	(-)	(-)	-	-	(-)
None	20	17	(3)	(5)	17	16	(1)
Don't Know	-	-	(-)	(-)	3	-	(1)
All Subjects	7	9	(-)	(-)	-	-	(-)

* Actual figures -- base too small to percentage.

** Percentages add to more than one hundred because some respondents mentioned more than one subject.

	<u>EL SALVADOR</u>	<u>HONDURAS</u>
<u>Total Respondents (100%)</u>	(521) %	(108) %
<u>Changes Which Have Bettered Living Conditions in the Community **</u>		
Radiophonic School	38	50
Have made the church, aid to religion	10	2
Highways, roads, bridges	8	6
Co-educational rural school, another school	7	7
Water	7	-
Fertilizer to better the cornfields	5	-
The cooperative	4	-
New streets, repairing the streets	3	1
Electricity	1	-
An increase of the price of coffee and other crops	1	-
Sanitary service	1	-
Political changes	1	1
Service of transportation	1	-
More education, more culture	1	-
To increase business	-	1
Others	7	6
Don't Know	7	-
No Change	25	34

<u>EL SALVADOR</u>	<u>MEN</u>			<u>WOMEN</u>		
	Under 20	20-39	40 or Over	Under 20	20-39	40 or Over
<u>Total Number of Respondents (100%)*</u>	(89) %	(170) %	(103) %	(55) %	(60) %	(38) %
Mentioned the radiophonic school as an important change to better conditions in the community	39	49	34	27	25	34
Did not mention the radiophonic school	61	51	66	73	75	66

* Six respondents were not ascertained as to age.

** Percentages add to more than one hundred because some respondents mentioned more than one change.

	<u>EL SALVADOR</u>	<u>HONDURAS</u>
<u>Total Number of Respondents (100%)</u>	<u>(521)</u>	<u>(108)</u>
	%	%
<u>Why People Do Not Attend Classes*</u>		
They do not like to study	16	29
They are lazy	33	13
A lack of time	8	9
They live far away, they have to work	22	32
They don't want to be educated	23	16
They return from work tired	4	-
The older persons believe its useless	10	2
They don't understand what is being taught	7	10
The teacher is not present, difficulties concerning the operation of the school or equipment	2	-
The public school is better	1	-
Others	22	27
Don't Know	1	4

* Percentages add to more than one hundred because some respondents mentioned more than one reason for not attending classes.

EL SALVADOR	How Often People Drop Out For Each Reason*				
	Frequently According to	Occasionally According to		Almost Never According to	
	Adminis- trators	Adminis- trators	Adminis- trators	Adminis- trators	Students
Total Number of Respondents (100%)	(134) %	(217) %	(134) %	(217) %	(217) %
Reasons for Dropping Out					
The lessons are too difficult	8	16	15	77	66
What is taught is not interesting or useful	4	10	7	89	75
Poor radio reception	8	23	19	72	44
The person has something else of importance to do during class time	10	29	30	59	42
The members of his family are opposed to his continuing	3	18	9	87	59
The person feels self-conscious in front of other people	5	26	13	81	40
The person is too lazy to study	25	37	32	41	27
The person can't get along with the others	3	21	11	84	47
The person has to travel a long way to attend classes	11	40	25	63	32
Friends and relatives make fun of him for attending classes	5	30	10	84	46

* The proportions of each group who answered "frequently," "occasionally" or "almost never" do not add up to 100% because, for each reason, small numbers of respondents said they did not know the frequency with which people drop out.

<u>EL SALVADOR</u>	<u>Know How To Read</u>	<u>Learned at Radiophonic School</u>	<u>Learned Elsewhere</u>	<u>Do Not Know How To Read</u>
<u>Total Number of Respondents (100%)</u>	<u>(309)</u>	<u>(81)</u>	<u>(228)</u>	<u>(212)</u>
	%	%	%	%
<u>Benefits Anticipated From Enrolling in the Radiophonic School *</u>				
Learn to read and write	35	63	25	68
Learn about agriculture	25	7	32	14
Become cultured	17	14	18	10
Religious benefits	9	9	10	2
Learn about hygiene	6	4	7	2
Better oneself (unspecified)	5	4	6	4
Learn arithmetic	4	2	4	2
Obtain a good job	4	7	2	5
Other, Don't Know	18	12	21	11

* Percentages add to more than one hundred because some respondents mentioned more than one benefit.

APPENDIX B
Related Research

III. RELATED RESEARCH

A. Of Greatest Relevance

The studies listed here are considered to provide the essential historical, theoretical, and quantitative background for the present research. The first, by a UNESCO expert, is unquestionably the most important.

1. Martin, Ferrer S.; Muestra Piloto de las Escuelas Radiofonicas Rurales, Accion Cultural Popular, Escuelas Radiofonicas de Sutatenza, Colombia, UNESCO, 1951

This study, the only one of its kind, gives a comprehensive description of the development and organization of Radio Sutatenza in Colombia and a quantitative analysis of its scope in content and numbers of people reached as of 1958. It also includes an evaluative pilot study based on a statistically reliable sample of "organized schools" and "listening centers." Data for the pilot study was compiled from central records of technical facilities, student attendance and matriculation as kept by Radio Sutatenza Local Assistants. Information is given on school location and facilities and on age, sex, studies completed, duration of studies of students. There is also descriptive information on monitors and local assistants. The report concludes by presenting thirteen indices of accomplishment of Radio Sutatenza. Many of these indices, plus those which will result from the present research, will be indispensable in subsequent inter-country comparisons of radio school programs. The following is taken from an official summation of this UNESCO report:

"The results obtained by the Radiophonic Schools are very considerable in alphabetization, and even more so are those obtained as a consequence of the work carried out by the radio schools to raise the standard of living of the peasants.

Two kinds of Radiophonic Schools can be considered:
Organized Radiophonic Schools and Audition Centers.

The 'Organized Schools' are those that send in statistics, those whose auxiliary teachers regularly attend meetings, and, through the pastor of the parish or his representative, have not lost direct contact with Cultural Popular Action. 'Audition Centers' are those schools which have no regular direct contact with Cultural Popular Action because they have lost it due to various circumstances which are singled out in the report.

It is evident that the Radiophonic Schools do not obtain as quick results in alphabetization as does a good teacher facing his pupil. But taking into consideration the lack of teachers and schools in Colombia as well as the poor distribution of those that exist, plus the fact that they are located so far away (according to the Office of Planning of the Ministry of Education, 23.4 percent of the pupils did not attend the official school because of the excessive distance), and that practically no official schools exist for adults in the rural zones, there is no doubt that the Radiophonic Schools help to alleviate this scarcity and poor distribution in the following manner:

The number of schools per 1,000 inhabitants is
11.7 - Organized Schools. Radiophonic Schools -
14.4. Audition Centers - 2.7. Official Schools -
1.5.

The ages of the pupils in the Radiophonic Schools vary from 5 years to 85 years of age. The most numerous group is the one between the ages of 15 and 24. We estimated that 8.89 percent of the rural population attends the Radiophonic Rural Schools (6.7 percent in the Organized Schools and 2.19 percent in the Audition Centers).

If you take into consideration a rural population in 1958 of 7,664,410 people (estimated population according to the Census Section of the National Department of Statistics), we estimate that the number of pupils in the Radiophonic Schools at present is:

For the Organized Schools	513,515 pupils
For Audition Centers	<u>167,851</u> pupils
TOTAL for the Radiophonic Schools	681,366 pupils

The number of registered illiterates, which corresponds to 63.4 percent of the total of the registered pupils in the Organized Schools, we estimate is 325,568. Alphabetization or literacy was achieved by 24.5 percent of the registered pupils in the Organization Schools in an average time of 2 years and 10 months of attendance, which we estimate in absolute numbers to be 79,764 pupils."

2. Williams, J. Grenfell, Radio in Fundamental Education in Under-developed Areas, UNESCO, 1950

This is a comprehensive survey based on official reports and field observation of the scope, methods, and development of radio education programs in sixteen countries. It concludes with an astute theoretical discussion of aims and techniques of fundamental education and the place of radio in that field. Particularly interesting is the thorough coverage given to the program in Northern Rhodesia, a program in which the author was personally involved.

3. Advisory Committee on Educational Broadcasting, Broadcasting To Schools, Reports on the Organization of School Broadcasting Services in Various Countries, UNESCO, 1949

In addition to the comprehensive descriptive information on thirteen countries, this report is useful for its considered appraisal of the potential utility of radio in the fight against illiteracy. It states the negative limitations clearly, but was not entirely pessimistic. The authority specifically responsible for this part of the report was Roger Clausse, Deputy Director General, Belgian National Broadcasting Service.

4. Education in Latin America, Rockefeller Brothers Fund Report, 1960

This report provides comparative quantitative data on school attendance and literacy levels and trends (1940-1960) for ten Latin American nations including Colombia and many of those in which there are programs similar to Radio Sutatenza. It is concerned primarily with identifying important reasons underlying failure of official schools to accomplish more than they do. These include the distance from official schools at which rural people live, the lack of secondary and adult education facilities, and the non-pragmatic nature of curriculum usually offered in formal education programs. (Most curricula are designed primarily to prepare students to enter liberal arts universities.)

5. Thomason, F.S. and Wolcott, R.A.; Breaking the Illiteracy Barrier Through Radio, ICA, Government Printing Office, October 1960

This report presents brief summary descriptions of radio education programs in eighteen countries including ten in Latin America and a rather thorough statement on India. Its usefulness in the present context lies in its concern with relating fundamental education by radio to the objectives of the U.S. Government's technical assistance programs.

6. The Report of the Research Team on Efficacy of Radio-phonetic Schools in Chile and Colombia, presented to Fowler Hamilton, Director of A.I.D., U.S. Government, November 22, 1961

This report resulted from two weeks of field observation in the countries named. It concluded that intensive evaluative research into the efficacy of this type of education in the struggle for development is urgently needed.

7. Torres, Camilo and Corredor, Berta, Las Escuelas Radiofonicas de Sutatenza - Colombia, Feres, Friburgo, and also by Cis, Bogata, 1961

Deficient re sampling and statistical analysis, but general observations made are of some interest.

B. Less Directly Related Studies

Colombia Community Development: A Survey Report, CARE, December 1960

Guia Para Alfabetizadores, Direccion General de Desarrollo Socio-Educativo Rural, Guatemala

Plan de Trabajo de la Direccion General de Desarrollo Socio-Educativo Rural Para el Ano 1960, Ministry of Public Education, Guatemala

Guia Para Alcaldes, Ministry of Public Education, Rural Development, Guatemala

Guia Para los Maestros Supervisores del Program de Alfabetizacion, Guatemala

Radio Sutatenza, Antigonish, 1960

Mercier, Claude; Low Cost Radio Reception, UNESCO, 1950

Nicol, J. Shea, A.A., Simmins, G.J.P.; Canada Farm Radio Forum, UNESCO, 1954

Mathur, J.C., Neurath, P.; An Indian Experiment in Farm Radio Forums, UNESCO, 1959

Dumazedier, J.; Television and Rural Adult Education, UNESCO, 1956

Louis, R., and Rovin, J.; Television and Tele-Clubs in Rural Communities, UNESCO

Ward, W.B.; Reporting Agriculture, Cornell University Press, Ithaca, 1959

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Behrman, D.; When the Mountains Move, UNESCO, 1954

Broadcasting Without Barriers, The UNESCO Courier (whole issue), September 1959

It should be noted that these studies do not provide answers to the questions posed by the present research.

APPENDIX C

The Questionnaires

CUESTIONARIO PARA SACERDOTES, REPRESENTANTES DE LA
PARROQUIA Y AUXILIARES

Estamos haciendo unas entrevistas con personas vinculadas a las Escuelas Radiofónicas, con el fin de apreciar sus resultados y alcances, así como también para buscar como mejorarlas. Con esto esperamos dar una ayuda a la Radio "La Voz Panamericana", y entre las personas escogidas para entrevistar esta Ud. De manera que, si no tiene inconveniente en esto, sus opiniones sobre los temas que comprende esta entrevista, serán de mucha ayuda.

- 1.) En su opinión, cual es la razón porque los campesinos se inscriben en la Escuela Radiofónica? _____

- 2.) Y Cual cree Ud. que son los beneficios que los campesinos esperan de la Escuela Radiofónica? _____

- 3.) De que enseñanzas cree Ud. personalmente que ellos derivan los mayores beneficios? _____
a.) Por que? _____

- 4.) Ahora, desde el punto de vista de los campesinos, cual cree Ud. que ellos consideran como la mayor ventaja que les proporciona la Escuela Radiofónica? _____
- 5.) Y en su opinión, que es la mayor ventaja de la Escuela Radiofónica? _____

- 6.) Que desventajas cree Ud. que los campesinos encuentran en la Escuela Radiofónica? _____

a.) Que cambios cree Ud. que los campesinos harian en la Escuela Radiofonica si a ellos se le permitiera hacerlos? _____

7.) Y en su opinion personal, cual es la mayor desventaja de la Escuela Radiofonica? _____

a.) Y que cambios haria Ud. personalmente si en sus manos estuviera hacerlos? _____

8.) A que materias cree Ud. que los campesinos desean que se dedicara mas tiempo en la Escuela Radiofonica? _____

9.) Y en su opinion personal, cree Ud. que deberia dedicarseles mas tiempo a algunas materias que ahora se ensenan en la Escuela Radiofonica?

Si ()

No ()

a.) (SI AFIRMATIVO) A cuales? _____

10.) Si al campesino se le permitiera indicar las materias a las que debe dedicarseles menos tiempo, cuales cree Ud. que escogeria?

a.) Por que? _____

11.) Y a Ud. personalmente, le gustaria que a algunas materias se les dedicara menos tiempo?

Si ()

No ()

a.) (SI AFIRMATIVO) A cuales? _____

12. Esta la mayoria de los campesinos de acuerdo con el hecho de que hayan ninos y -- adultos en la misma clase? _____

13. Cual es la opinion personal de Ud. sobre esto? _____

14. En opinion de Ud., por que hay algunos que se retiran del curso antes de terminarlo? Cuales son las principales razones de esto?
Voy a leerle varios motivos o razones por las que un campesino posiblemente puede haberse retirado de las clases, y para cada motivo o razon, quiero que me diga si, por lo que Ud. sabe, eso ocurre frecuentemente, ocasionalmente o casi nunca.

Por ejemplo: Se retiran algunos campesinos porque.....

Frecuentemente Ocasional Casi nunca

15.) 1.) ...las lecciones se

consideran muy dificiles. _____ _____ _____

Esto ocurre frecuente-
mente, ocasionalmente
o casi nunca?

a.) (SI LA RESPUESTA PARA LA RAZON DEL No. 1 FUE
FRECUENTEMENTE U OCASIONALMENTE) Dice Ud. que un
motivo por el cual algunos alumnos abandonan el curso es porque
encuentran las lecciones dificiles? Que materias considerarian

C-4

ellos como demasiado dificiles? _____

b.) (PARA CADA MATERIA MENCIONADA) En que forma podria considerarse esto demasiado dificil?

MATERIA

RAZON

_____	_____
_____	_____
_____	_____

16.) 1.) Lo que se ensena no se Frecuentemente Ocasional Casi nunca

considera util o interesante. _____

ESTO ocurre frecuentemente,

ocasionalmente o casi nunca.

a.) (SI LA RESPUESTA PARA LA RAZON DEL No. 16-1 FUE

"FRECUENTEMENTE" U "OCASIONALMENTE") Dice Ud.

que un motivo por el cual algunos alumnos abandonan el curso

es por que creen que lo que se ensena no es util o interesante

para ellos. Que materias considerarian ellos como no utiles

o interesantes?

b.) (PARA CADA MATERIA MENCIONADA) En que forma podria

considerarse que esto no es util o interesante?

MATERIA

RAZON

_____	_____
_____	_____
_____	_____

	FRECUENTE	OCASIONAL	CASI NUNCA
16-C) ... la radio-recepcion es mala. Esto ocurre frecuente, oca- sionalmente o casi nunca?	_____	_____	_____
D) ... al alumno no le gusta el auxiliar. Esto ocurre frecuente, oca- sionalmente o casi nunca?	_____	_____	_____
E) ... el alumno tiene otra ocupa- cion durante las horas de clase. Esto ocurre frecuente, oca- sionalmente o casi nunca?	_____	_____	_____
F) ... en la familia del alumno - alguien se opone a que con- tinue estudiando y lo hacen retirarse. Esto ocurre frecuente, oca- sionalmente o casi nunca?	_____	_____	_____
G) ... el alumno se siente cohibido entre los otros alumnos. Esto ocurre frecuente, oca- sionalmente o casi nunca?	_____	_____	_____

c-6

	FRECUENTE	OCASIONAL	CASI NUNCA
--	-----------	-----------	---------------

H) ... el alumno es demasiado perezoso para dedicarse al estudio.

_____	_____	_____
-------	-------	-------

Esto ocurre frecuente, ocasionalmente o casi nunca?

I) ... el alumno no se lleva bien con los otros alumnos.

_____	_____	_____
-------	-------	-------

Esto ocurre frecuente, ocasionalmente o casi nunca?

J) ... el alumno vive muy lejos del lugar de clases.

_____	_____	_____
-------	-------	-------

Esto ocurre frecuente, ocasionalmente o casi nunca?

K) ... o los parientes se burlan del alumno porque asiste a las clases.

_____	_____	_____
-------	-------	-------

Esto ocurre frecuente, ocasionalmente o casi nunca?

17. Cual cree Ud. que es el mayor problema que los profesores encuentran cuando dirigen una clase? _____

18. Tiene Ud. bastante independencia y autoridad para realizar el trabajo que le corresponde a Ud. en la Escuela Radiofonica, o cree que necesita mayor independencia o mas autoridad? _____

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PARA TODOS - MENOS PARA PROFESORES

- 19) En la zona de su jurisdiccion, cuantos radios son de una sola banda () y cuantos de varias bandas ()?

PARA TODOS:

- 20) Es dificil para Ud. conseguir los repuestos para los radios, como por ejemplo, los tubos? En otras palabras, las Escuelas Radiofonicas con las cuales Ud. ha tenido que ver, se han suspendido alguna vez porque el radio no funcionaba?

Si ()

No ()

- a.) (SI AFIRMATIVO) Diria Ud. que esto ocurre con frecuencia (), ocasionalmente (), o casi nunca ()?

- 21) En su opinion, cual es el mejor profesor? Es decir, que clase de personas son las que hacen mejor este trabajo? Por ejemplo:

- a.) Cual es la mejor edad para un profesor en la Radio Escuela?
-

- b.) El profesor debe ser hombre () o mujer ()?

- c.) Debe ser casado () o soltero ()?

- 22) En su opinion, y por lo que usted ha observado, que tipo de persona es el peor profesor?

- 23) Cree Ud. que hay alguna desventaja si el profesor no es de la misma region donde tiene sus clases?

Si ()

No ()

- a.) (EN CASO DE SI) Que es? _____
-

24) Que podria hacerse para mejorar el trabajo y la eficiencia de los profesores? _____

25) PREGUNTAR A TODOS, MENOS A LOS SACERDOTES.

Se propone Ud. seguir dedicandose al trabajo de la Escuela, indefinidamente () o tiene otros proyectos para el futuro ()?

a.) (SI TIENE OTROS PROYECTOS) Que proyectos tiene Ud.? _____

26) Se siente Ud. algunas veces desalentado y considera que esto no lo va a llevar a ninguna parte?

Si ()

No ()

a.) (SI AFIRMATIVO) Cuando Ud. se siente asi, a que atribuye esto? _____

27) PREGUNTAR A TODOS

Cuantos estudiantes en total hay en las Escuelas con las cuales Ud. tiene que ver? _____

a.) Con cuantos Escuelas tiene que ver? _____

b.) Cuantos estudiantes cree Ud. que deberian haber en una Escuela? _____

28) Que personas de los alrededores le tienen mas simpatia a la Escuela Radiofonica y hacen lo posible por ayudar a la Radio Escuela para que continue? _____

a.) Me puede dar uno o dos ejemplos sobre la manera como la han ayudado?

1.- _____

2.- _____

29) Cree Ud. que en esta region hay alguien que esta en contra de la Escuela Radiofonica y que trate de perjudicarla, y en tal caso, quien cree que sean esas personas? _____

a.) Me puede dar uno o dos ejemplos sobre la manera como esto ha ocurrido?

1.- _____

2.- _____

30) PARA CADA CASO EN QUE EL ENTREVISTADO HAYA MENCIONADO INTERFERENCIA O RESISTENCIA.

Que se ha de hacer para solucionar la interferencia o resistencia?

<u>RESISTENCIA</u>	<u>SOLUCION</u>
a.) _____	_____
b.) _____	_____
c.) _____	_____

31) Los textos y otros materiales que se emplean en las clases son adecuados?

Si ()

No ()

a.) Haria Ud. algo especial para mejorar los libros, las guias de ensenanza y -- otros materiales que se usan en las clases?

32) Quisiera Ud. tener mayores responsabilidades por lo que hace a sus funciones en las Escuelas Radiofonicas (), o esta satisfecho con las responsabilidades que tiene actualmente ()?

- 33) Aparte de los problemas que tocan a la Radio Escuela, en su opinion, cuales son los mayores problemas que tiene la gente de esta region? Cuales son las principales causas de sus descontentos y sus desgracias?
- a.) (PARA CADA PROBLEMA) Cree Ud. que la Escuela Radiofonica ha contribuido considerablemente, o siquiera en algo, a la solucion de este problema, o le parece que no ha hecho nada para solucionarlo?

<u>PROBLEMAS</u>	<u>CONSIDERABLE</u>	<u>ALGO</u>	<u>NADA</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- 34) En terminos generales, es Ud. optimista (), o pesimista (), sobre el futuro de las gentes de esta region?

a.) Por que dice Ud. esto? Que lo lleva a ser (PESIMISTA/ OPTIMISTA)?

- 35) Que grupos sociales, asociaciones, clubes, equipos, etc., existen en esta region a los cuales puedan pertenecer los campesinos?
- _____

- 36) Se le ocurre a Ud. que puede haber alguna circunstancia en razon de la cual la educacion pueda ser una cosa mala o pueda causar dificultades de alguna naturaleza?

Si ()

No ()

a.) (SI AFIRMATIVO) Para quien, o en que circunstancias, diria Ud. que la educacion podria ser perjudicial? _____

49) SOLO PARA LOS SACERDOTES.

Le parece a Ud. que el crecimiento de la Escuela ha tenido un progreso continuo (), o cree Ud. que en ciertos Periodos ha sido lento (); o diria Ud. que en, algunos momentos, ese crecimiento se ha detenido por completo ()?

a.) (SI SE HA DETENIDO POR COMPLETO) Que cree Ud. que ha contribuido para ello? _____

50) Necesita Ud. controlar personalmente todo lo que ocurre en relacion con la Escuela Radiofonica, o le es posible delegar autoridad y supervision en sus ayudantes?

51) Le parece a Ud. que la Escuela Radiofonica debe depender de los recursos de la -- Iglesia, pase lo que pase () o cree que podria aceptar ayudas de otras fuentes ()?

a.) Por que dice Ud. esto? _____

b.) Cree Ud. que la Escuela actualmente recibe ayuda de fuera de la Iglesia, dedonde? _____

52) Sabe Ud. si en esta region estan trabajando los Cuerpos de Paz en colaboracion con los campesinos?

Si ()

No ()

a.) (SI AFIRMATIVO) Colabora Ud. con ellos o piensa hacerlo si hay la oportunidad para ello?

Si ()

No ()

- 53) (SI AFIRMATIVO EN 52) Y si vinieran los Cuerpos de Paz, con el fin de hacer trabajo social entre los campesinos, se sentiria Ud. indicado a colaborar con ellos, si se presenta la ocasion, o cree que eso no seria apropiado? _____
- 54) Cree Ud. que organizaciones como la de los Cuerpos de Paz y otra similar proporcionarian alguna ayuda en el campo de la educacion o del bienestar (), o le parece que eso simplemente estorbaria ()?
- 55) Y en cuanto a otras organizaciones tales como: el Club Rotario y los Clubes de Leones, cree Ud. que procuran alguna ayuda o que estorban? _____
- 56) Que piensa Ud. de ese movimiento que tiene como meta el que los campesinos vayan a trabajar a las ciudades? Le parece a Ud. que esto sea un objetivo deseable?
- Si () No ()
- a.) Por que? _____
- 57) Que piensa Ud. del movimiento sindicalista? _____
- 58) Que piensa Ud. de la Reforma Agraria? Le parece que es un paso en direccion acertada (), o desacertada ()?
- a.) (SI DICE QUE "DESACERTADA") Por que es desacertada, y a donde conducira la Reforma Agraria?
- 59) Hablando de los campesinos, que tan grande diria Ud. que es el deseo que ellos tienen de poseer tierra?
- 60) Le parece a Ud. que los campesinos son indiferentes a la reforma o al progreso?
- 61) Que es lo que el campesino necesita mas que ninguna otra cosa?

DATOS DEL ENTREVISTADO

Nombre: _____

Edad: _____

Sexo: _____

TIEMPO DURANTE EL CUAL HA TRABAJADO EL ENTREVISTADO PARA
LA ESCUELA RADIOFONICA: _____

CANTIDAD DE ESCUELAS CON LAS CUALES TIENE QUE VER _____

PARROQUIA: _____

DEPARTAMENTO _____

SACERDOTE..... _____

REPRESENTANTE DE LA PARROQUIA _____

PROFESOR..... _____

CUESTIONARIO PARA ESTUDIANTES: ACTUALES, GRADUADOS,

O QUE SE HAN RETIRADO

Buenos dias (tardes). Estamos realizando una encuesta con el objeto de obtener informacion sobre varios problemas que existen en nuestro pais. Como Ud. sabe, hay organizaciones, como la Radio "La Voz Panamericana" Y S A X, cuyo objeto es ayudar a mejorar las condiciones de vida en todo El Salvador y llevar informacion y educacion al pueblo.

Estamos interesados en conocer las opiniones y problemas de la gente como Ud., a fin de saber cuales son los medios para hacer esto de la mayor manera posible, y queremos que Ud. nos ayude respondiendo algunas preguntas:

1.) Su familia que vive aqui, en esta casa, es de este lugar (), o vinieron de algun -- otro lugar ()?

2.) Si Ud. pudiera elegir, continuaria viviendo aqui?

Si ()

No ()

a) SI NEGATIVO) A donde le gustaria ir a vivir? _____

3.) Tiene Ud. oportunidad de visitar lugares alejados de aqui o no?

Si ()

No ()

a) (SI AFIRMATIVO) Digame algunos de estos lugares que Ud. ha visitado en fecha reciente?

4.) Aproximadamente, con que frecuencia hace Ud. viajes como estos, lejos de aqui? _____

5.) Hay otros lugares que le gustaria visitar?

Si ()

No ()

a) (SI AFIRMATIVO) Cuales?

b) (PARA CADA LUGAR) Por que le gustaria ir a....?

LUGAR (5a)

RAZON (5b)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6.) Trabaja Ud. por su c uenta, (), o trabaja Ud. para alguien ()?

7.) Todos tenemos deseos y esperanzas para el futuro. Cuando Ud. piensa en las cosas que realmente valen la pena en la vida, cuales son sus deseos y esperanzas para el futuro de Ud. y su familia?

8.) Ahora, mirando las cosas de otra manera, cuales son sus temores y preocupaciones para el futuro? En otras palabras, que es lo peor que podria ocurrirles a Ud. y a su familia y como seria su vida entonces? Por favor, tomese el tiempo necesario paradar la respuesta.

9.) Ahora tenemos aqui el dibujo de una escalera (MUESTRE TARJETA No. 1).

Supongase que decimos que en la parte superior de esta escalera

(INDICANDOLA) se encuentra lo mejor de la situacion que Ud. ha descrito anteriormente. En la parte inferior de la escalera (INDICANDOLA) se halla el peor estado de cosas. En que parte de la escalera (MOVIENDO EL DEDO RAPIDAMENTE HACIA ARRIBA Y HACIA ABAJO DE LA ESCALERA) considera que Ud. personalmente, se encuentra en estos momentos?

PELDANO # _____

10.) En que sitio de la escalera diria Ud. que se encontraba hace cinco anos? (PELDANO # _____)

11.) Y en que parte de la escalera cree Ud. que se hallara dentro de cinco anos, a partir de este momento? (PELDANO # _____)

12.) Cree Ud. que es posible que una persona que viva aqui, en este lugar, cambie su modo de vida y realmente mejore?

Si ()

No ()

13.) Cual es el mayor problema que la gente de este lugar tiene actualmente en su vida? _____

14.) Ha hecho Ud. recientemente algo que le ayudara a mejorar sus condiciones en tiempovenidero?

Si ()

No ()

a) (SI AFIRMATIVO) Que cosa? _____

15.) Que cambios importantes han ocurrido aqui han mejorado las condiciones de este lugar durante el tiempo que ha vivido Ud. aqui?

a) (PARA CADA CAMBIO QUE MENCIONE EL ENTREVISTADO,
PREGUNTE:)

Que cree Ud. que origino

CAMBIO

QUE LO INICIO?

_____	_____
_____	_____
_____	_____

16.) Yo le ayudare a llenarlo. Aqui tiene lapiz (DELE AL ENTRE-
VISTADO EL CUESTIONARIO Y UN LAPIZ)

a) Quiere Ud. escribir la informacion que se le pide aqui?
(INDICANDOLO).

1. Edad del entrevistado _____
2. Donde trabaja actualmente _____
3. Fecha _____
4. Nombre del canton donde vive, municipio _____
5. Nombre del Municipio _____
6. Nombre del departamento _____
7. Casado o soltero _____
8. Dia de la semana _____

b) Ahora no escriba sus respuestas, solamente subraye y escriba los numeros que se le indican. Por ejemplo, en esta primera pregunta, cual de estas cinco palabras responde mejor a la pregunta? (LEA LA PREGUNTA #1 Y CUANDO RESPONDA, SUBRAYE LA PALABRA).

Ahora haga el resto Ud. mismo:

1. Que palabra nos dice lo que es una manzana?:

libro roca casa fruta animal

2. Que es lo contrario de bueno?:

antes mejor mal gracioso deseable

3. De las siguientes cinco palabras una pertenece a un grupo diferente cual es la palabra?:

gato perro zapato caballo vaca

4. El agua es una bebida y el arroz es un:

objeto alimento jugo mineral

5. Escriba los numeros que faltan en esta serie:

2 4 6 8 10 _____ 14 _____ 18 20

6. Los peces viven en:

agua tierra aire montanas bajo tierra

7. Lo contrario de nuevo es:

moderno viejo bello elegante costoso

8. De las cinco palabras siguientes una pertenece a diferente grupo, cual es esta palabra?

enero febrero marzo ano abril

9. Una cama es para dormir y una silla es para:

comer jugar sentarse bailar saltar

10. Escriba los dos numeros que faltan en esta serie:

50 45 40 35 30 25 _____ 15 _____ 5

SI EL ENTREVISTADO SABE ESCRIBIR

17.) Donde aprendio a escribir, quien le enseno? _____

a) (SI NO MENCIONA LA ESCUELA RADIOFONICA) Aprendio Ud.
a escribir antes, () despues, () o al mismo tiempo () que
asistia a la Escuela Radiofonica?

18.) Cuales son las ventajas de una persona que sabe escribir? _____

19.) Ha practicado Ud. ultimamente la escritura?

Si ()

No ()

20.) En que forma cree Ud. que le seria util en el futuro el saber
escribir? _____

21.) Al aprender a escribir alcanzo Ud. todo lo que queria con esto (),
o esperaba mayores beneficios ()?

a) (SI LA RESPUESTA ES "MAJORES BENEFICIOS") Que mas
esperaba? _____

22.) (SI NO HA MENCIONADO LA ESCRITURA DE CARTAS) Escribe Ud.
cartas alguna vez (), o alguien le ayuda a escribirlas ()?

23.) (SI NO HA MENCIONADO QUE HA ESCRITO CARTAS A LA ESCUELA RADIOFONICA)

Ha escrito Ud. alguna vez a la Escuela Radiofonica (), o alguien le ayudo a escribir una carta a la Escuela ()?

SI NO SABE ESCRIBIR

24.) Que provecho cree Ud. que saca una persona que sabe escribir? _____

25.) Si supiera escribir, que escribiria Ud.? _____

26.) Le gustaria saber escribir?

Si ()

No ()

a) Por que? _____

27.) Cree Ud. que las personas adultas pueden aprender a escribir?

Si ()

No ()

a) (SI AFIRMATIVO) Cree Ud. que deberian hacerlo?

Si ()

No ()

1) (SI NEGATIVO EN 27a) Por que? _____

28.) Tiene Ud. hijos? Le gustaria a Ud. que sus hijos aprendieran a escribir?

Si ()

No ()

a) (SI NEGATIVO) Por que? _____

C-21

SI EL ENTREVISTADO SABE LEER

29.) Donde aprendio a leer; quien le enseno? _____

a.) (SI NO HA MENCIONADO LA ESCUELA RADIOFONICA) Fue esto antes (), despues (), o al mismo tiempo () enque Ud. asistia a la Escuela Radiofonica?

30.) Desde que Ud. aprendio a leer, cuales cree que son las ventajas de saber leer? En las ultimas semanas, por ejemplo, en que forma le ha servido el saber leer? _____

31.) En relacion con las ultimas semanas, digame algunas cosas que recuerda haber leído? _____

32.) (SI EL ENTREVISTADO NO MENCIONA NINGUN PERIODICO) Lee Ud. periodicos alguna vez?

Si ()

No ()

a.) (SI LEE PERIODICOS) Cuales? _____

b.) Que partes del periodico le gustan mas? _____

c.) (SI NO LEE PERIODICOS) Por que no lee periodicos? _____

33.) Lee revistas alguna vez?

Si ()

No ()

a.) (SI AFIRMATIVO) Cuales? _____

b.) (SI NEGATIVO) Por que? _____

34.) Aparte de todo lo que me acaba de decir, que libros recuerda haber leído? _____

35.) Donde se pueden conseguir libros aqui? _____

36.) Al aprender a leer alcanzo Ud. todo lo que esperaba () o esperaba mayores beneficios ()?

a.) (SI ESPERABA MAYORES BENEFICIOS) Que mas esperaba? _____

SI EL ENTREVISTADO NO SABE LEER

37.) Que provecho obtiene uno con saber leer? _____

38.) Si Ud. supiera leer, que leeria Ud.? _____

39.) Le gustaria saber leer?

Si ()

No ()

a.) Por que? _____

40.) Pueden las personas adultas aprender a leer todavia?

Si ()

No ()

1.) (SI NEGATIVO EN 40a) Por que? _____

41.) Le gustaria a Ud. que sus hijos aprendieran a leer?

Si ()

No ()

a.) (SI NEGATIVO) Po que? _____

42.) Alguien le lee a Ud. alguna vez?

Si ()

No ()

a.) (SI AFIRMATIVO) Que clase de cosas le han leído a Ud. ultimamente? _____

PARA PREGUNTAR A TODOS

43.) Cree Ud. que es mejor leer algo que oirlo?

Si ()

No ()

44.) Cree Ud. que es verdad todo lo que esta escrito?

Si ()

No ()

45.) Cree Ud. que hay algunas personas para quienes saber leer podria no ser bueno y podria ser hasta malo?

Si ()

No ()

a. (SI AFIRMATIVO) Que personas; en que forma podria ser hasta malo? _____

46.) Cree Ud. que hay algunas personas para quienes saber escribir podria no ser bueno y podria ser hasta malo?

Si ()

No ()

a. (SI AFIRMATIVO) Que personas; en que forma podria ser hasta malo? _____

47.) Alguna vez se exhiben por aqui peliculas de cine?

Si ()

No ()

a. (SI AFIRMATIVO) Ha asistido Ud. alguna vez?

Si ()

No ()

1.) (SI AFIRMATIVO EN 47a.) Le gustaria ir con mas frecuencia?

Si ()

No ()

48.) Como supo usted que habia la Escuela Radiofonica? _____

49.) Por que le vino la idea de asistir a ella? _____

50.) Que provecho esperaba usted sacar de la Escuela Radiofonica? _____

51.) Le gusto a usted la escuela al principio?

Si ()

(No ()

a.) (SI AFIRMATIVO) Le sigue gustando?

Si ()

No ()

b.) (SI NEGATIVO EN 51a. o 51.) Que le ocurrio que le hizo que no
le gustara la Escuela Radiofonica? _____

52.) Por que cree Ud. que algunas personas no asisten a la Escuela Radio-
fonica? Que les impide asistir? _____

53.) Que tipo de personas de esta region son mas partidarias de la Escuela
Radiofonica? _____

54.) Y quienes son las personas que se oponen mas a la Escuela Radio-
fonica? _____

55.) Es Ud. casado?

Si ()

No ()

Tiene Ud. (o tiene su marido) tierra propia, o labra Ud. (o su marido)
tierra que no es suya?

Tierra propia () Tierra no suya () Ninguna ()

a.) (SI TIENE TIERRA PROPIA) Cuanta tierra tiene? _____

b.) (SI TIENE TIERRA PROPIA) Ud. (o su marido) la labra?

Si ()

No ()

c.) (SI LABRA TIERRA NO SUYA) Ud. (o su marido) deciden que
siembras van a hacer y como se labraria su tierra?

Si ()

No ()

56.) (SI TIENE LA DECISION DE COMO LABRAR TIERRA, PROPIA O AJENA)

a.) Tiene Ud. alrededor de su tierra una barrera?

Si ()

No ()

(SI DICE SI, HABRA QUE PREGUNTAR POR CADA UNA)

Ud. me dijo que.....

Esto lo hizo antes o despues de haber comenzado a asistir a la Escuela Radiofonica?

Antes ()

Despues ()

b.) Durante la ultima cosecha puso Ud. el abono antes o despues de la cosecha? O no puso abono?

Si ()

No ()

Antes ()

Despues ()

c.) Unas veces siembra una cosa y otras otra, o siempre siembra lo mismo?

Otras ()

Lo mismo ()

Antes ()

Despues ()

57.) Tiene Ud. animales domesticos?

Si ()

No ()

Antes ()

Despues ()

a.) Que animales tiene? _____

b.) Han sido vacunados alguna vez?

Si ()

No ()

Antes ()

Despues ()

1.) Contra que los vacunaron? _____

57.)

c.) Los tiene en establo?

Si ()	No ()
Antes ()	Despues ()

d.) Algunas veces vende Ud. animales o lo que producen (por ejemplo: huevos, carnes, leche, miel, etc.), o son estos animales y sus productos solo para el uso de su familia?

Los vende ()	No los vende ()
Antes ()	Despues ()

58.) Ha fumigado Ud. alguna vez su casa, los animales o los sembrados que le pertenecen? Que ha fumigado?

Casa ()	Animales ()	Sembrados ()
-------------	-----------------	------------------

a.) Para que?

1.) Casa? _____

Antes ()	Despues ()
--------------	----------------

2.) Animales? _____

Antes ()	Despues ()
--------------	----------------

3.) Sembrados? _____

Antes ()	Despues ()
--------------	----------------

59.) Ud. o los miembros de su familia han sido vacunados alguna vez contra cualquier enfermedad?

Si ()	No ()	Antes ()	Despues ()
-----------	-----------	--------------	----------------

Contra que enfermedades? _____

60.) Tiene Ud. en su casa un botiquin?

Si ()	No ()
Antes ()	Despues ()

61.) Se dedica Ud. a cualquier deporte?

Si ()

No ()

Antes ()

Despues ()

Cual? _____

63.) Puede Ud. recordar de algo relacionado con sus siembras o con sus animales, o sobre tratamiento y prevencion de enfermedades que Ud. aprendio y comenzo a practicar como resultado de haber asistido a la Escuela Radiofonica? _____

_____ No ()

64.) Diria Ud. que ha aprendido mas de lo que esperaba () o menos de lo que esperaba () en la Escuela Radiofonica?

a.) (SI DICE MAS) Que ha aprendido que no esperaba aprender? _____

b.) (SI DICE MENOS) Que esperaba aprender que no ha aprendido? _____

65.) En su opinion, cual es la ventaja mas importante en la Escuela Radiofonica _____

66.) Hay desventajas? Que cambios haria Ud.? _____

67.) Hay algunas materias o cosas en la Escuela Radiofonica a los cuales Ud. quisiera que se les dedicara mas tiempo? _____

68.) Hay algunas materias o cosas en la Escuela Radiofonica a los cuales Ud. quisiera que se les dedicara menos tiempo? _____

69.) Escucha Ud. alguna vez la Radio "La Voz Panamericana", Y S A X, fuera de las horas de clase?

Si ()

No ()

a.) (SI AFIRMATIVO) Hay algunos programas que le gustan mas que el programa de la escuela?

Si ()

No ()

1.) (SI AFIRMATIVO) Cuales? _____

b.) (SI AFIRMATIVO EN 69) Hay algunos programas de la Radio "La Voz Panamericana", Y S A X, que le han gustado menos que el programa de la Escuela?

Si ()

No ()

1.) (SI AFIRMATIVO) Cuales? _____

70.) Escucha Ud. otras estaciones de radio aparte de La Voz Panamericana (Y S A X), - aunque sea de vez en cuando?

Si ()

No ()

a.) (SI NEGATIVO) Por que no? _____

b.) (SI AFIRMATIVO) Cuales programas de esas otras estaciones le gustan mas que la Escuela de Radio "La Voz Panamericana"

(Y S A X)? _____

71.) Que opina Ud. de las horas en que se dan las clases? _____

72.) Alguna vez ha tenido Ud. que leer o escribir delante de sus
companeros de clase?

Si ()

No ()

a.) (SI AFIRMATIVO) Le molesto hacer eso (), o le gusto
hacerlo ()?

73.) Alguna vez se le olvido una leccion o cometio un error o algo por el
estilo, delante de sus companeros de clase?

Si ()

No ()

a.) (SI AFIRMATIVO) Esto le molesto (), o no le molesto a Ud.
particularmente ()?

74.) En la ultima clase radiofonica a que Ud. asistio cuantas personas
estaban presentes? _____

a.) Cuantas eran las personas adultas? _____

b.) Cuantos eran ninos? _____

c.) Cuantas personas no eran familiares suyos? _____

d.) Cuantas eran del sexo masculino? _____

e.) Cuantas eran del sexo femenino? _____

75.) Cuantas personas cree Ud. que deben ir a una clase? _____

a.) De esta cantidad, cuantas deberian ser masculinos y cuantas
femeninas?

Hombres ()

Mujeres ()

b.) Cuantos deben ser adultos y cuantos ninos?

adultos ()

ninos ()

Deberan ser todos de la misma familia o deberan admitirse a
otros que no son de su familia?

Una sola familia _____

Otros _____

76.) Con que frecuencia esta presente el parroco cuando se dan las clases?

Frecuentemente () De vez en cuando () Nunca ()

a.) (SI ESTA PRESENTE) La ultima vez que hubo clases el parroco ayudo en la clase (), o solamente observo ()?

b.) Que efecto produjo eso? _____

77.) Con que frecuencia esta presente el auxiliar o representante parroquial cuando se dan las clases: frecuentemente (), de vez en cuando (), o nunca ()?

a.) (SI ESTA PRESENTE) La ultima vez que hubo clases el ayudo en la clase (), o solamente observo ()?

b.) Que efecto produjo eso? _____

78.) Quien cree Ud. que paga los gastos de la Escuela Radiofonica?

79.) Ademas del deseo de aprender, por que otro motivo va la gente a la Escuela Radiofonica? _____

80.) La Radio "La Voz Panamericana" (Y S A X) y la Escuela Radiofonica son patrocinados por la iglesia. Opina Ud. que esto es una buena idea (), mala idea (), o que no importa ()?

81.) Seria de importancia para Ud. recibir un diploma o algo asi al final del curso?

Si () No ()

82.) Sabe usted de alguien que se haya retirado de la escuela?

Si () No ()

a.) (SI AFIRMATIVO) En su opinion, por que estas personas se retiraron del curso antes de terminarlo? Cuales son las principales razones para que hagan esto? _____

b.) (SI AFIRMATIVO EN 82a.) Ahora piense en alguien que Ud. conozca, que comenzo a -- asistir a las clases y despues se ha retirado antes de terminar el curso. Voy a mencionar algunas razones por las cuales la gente se retiraria de las clases radiofonicas, y para cada una me gustaria que me dijera si es la razon de que dejen de asistir a las clases con frecuencia. POR EJEMPLO:

	FRECUEN- TEMENTE	OCASIO- NALMENTE	CASI NUNCA	NO SABE
--	---------------------	---------------------	---------------	------------

1.) Las lecciones son demasiado

dificiles? Es la razon de que	()	()	()	()
la gente deje de - asistir con				
frecuencia, ocasionalmente o				
nunca?				

2.) Lo que se ensena no es

interesante o util?	()	()	()	()
---------------------	-----	-----	-----	-----

3.) No se oye bien la Radio?

()	()	()	()
-----	-----	-----	-----

4.) A la persona no le gusta el

auxiliar inmediato?	()	()	()	()
---------------------	-----	-----	-----	-----

5.) La persona tiene otra cosa

que hacer de importancia

durante las horas de clases?	()	()	()	()
------------------------------	-----	-----	-----	-----

6.) Sus familiares se oponen a

que la persona continue y lo

hacen retirar?	()	()	()	()
----------------	-----	-----	-----	-----

7.) La persona se siente cohibida

delante de otras personas?	()	()	()	()
----------------------------	-----	-----	-----	-----

- | | FRECUE-
NTE | OCASIO-
NALMENTE | CASI
NUNCA | NO
SABE |
|---|----------------|---------------------|---------------|------------|
| 8.) Es demasiado perezoso para aplicarse al estudio? | () | () | () | () |
| 9.) No puede llevarse bien con los otros? | () | () | () | () |
| 10.) Tiene que ir desde lejos para asistir a clases? | () | () | () | () |
| 11.) Amigos y parientes se burlan de el por asistir a clases? | () | () | () | () |
- 1.) (SI LA RESPUESTA AL NUMERO 1 ES "CON FRECUENCIA" U "OCASIONALMENTE" Ud. dice que (CON FRECUENCIA U OCASIONALMENTE) los estudiantes se retiran porque encuentran las lecciones muy dificiles. Que materias en particular cree Ud. que se podrian considerarse demasiado dificiles?

a.) (PARA CADA MATERIA) En que sentido se consideraria inutil o no interesante?

<u>MATERIA</u>	<u>POR QUE ES DIFICIL</u>
_____	_____
_____	_____
_____	_____

2.) (SI LA RESPUESTA AL NUMERO 2 ES "CON FRECUENCIA" U "OCASIONALMENTE") USTED dice que (CON FRECUENCIA U OCASIONALMENTE) los estudiantes se retiran porque consideran que lo que se les ensena no es util o interesante. Que materias en particular cree Ud. que podrian considerarse inutilis o faltas de interes?

a.) (PARA CADA MATERIA) En que sentido se consideraria inutil o no interesante?

<u>MATERIA</u>	<u>RAZON POR LA CUAL NO ES UTIL</u>
_____	_____
_____	_____
_____	_____

83.) En su propio caso, considera Ud. que la Escuela es adecuada a sus propias necesidades y deseos?

Si ()

No ()

a.) (SI ES NEGATIVO) En que sentido no es adecuada? _____

84.) (SI EL PROPRIO ENTREVISTADO SE HA RETIRADO) Por que dejo Ud. de asistir a las clases? _____

Ahora voy a leerle algunas afirmaciones, y para cada una de ellas, me gustaria que dijera si esta Ud. de acuerdo, en terminos generales, o si, en terminos generales, no esta de acuerdo:

	<u>DE ACUERDO</u>	<u>EN DESACUERDO</u>	<u>NO SABE</u>
a.) La vida moderna es mas feliz que la de nuestros antepasados	()	()	()
b.) Un nino no debe obedecer a su papa, si su papa no tiene razon	()	()	()
c.) El Salvador es un pais menos - agradable hoy en dia porque estamos olvidando nuestras viejas costumbres	()	()	()
d.) Una casa no vale la pena si no tiene jardin	()	()	()
e.) No hay ningun restaurante donde la comida pueda compararse con buenos platos hechos en casa	()	()	()
f.) Quisiera criar a mis hijor - exactamente como me criaron mis propios padres	()	()	()
g.) La mujer joven de hoy no seporta como es debido	()	()	()
h.) Es mejor aprender un oficio con la practica que aprenderlo en la escuela	()	()	()
i.) Un hombre debe ahorrar dinero para la vejez y no depender de sus hijos	()	()	()
j.) La mayor parte de los problemas del mundo pueden resolverse mediante la educacion del pueblo	()	()	()

86.) Tiene Ud. alguna vez tiempo libre, en el cual puede hacer lo que se le antoja?

Si ()

No ()

a.) (SI AFIRMATIVO) Que hace Ud. generalmente durante este tiempo libre? _____

87.) Si se le diera la oportunidad de hacer lo que se le antoja durante su tiempo libre, que haria Ud.? _____

88.) Si Ud. necesitara dinero con verdadera urgencia, a quien acudiria para conseguirlo? _____

89.) Si alguien en la familia enfermara realmente de gravedad, de quien podria obtener Ud. ayuda? _____

90.) Si Ud., o algun amigo, o algun miembro de su familia tuviera un problema con las autoridades o con la policia, a quien acudiria Ud. en busca de ayuda? _____

91.) Considera Ud. que la forma en que la tierra esta repartida hoy en esta region constituye un problema (), o cree Ud. que, en realidad, no hay nada muy grave en la forma como la tierra esta distribuida ()?
(SI EL ENTREVISTADO DICE QUE CONSTITUYE UN PROBLEMA)

a.) Que esta mal? _____

b.) Que podria hacerse al respecto? _____

CRITERIO PARA EVALUAR EL MEJORAMIENTO DEL NIVEL DE VIDA

(En cuanto le sea posible observe la existencia y condiciones de los siguientes
aspector, y cuando alguna no sea visible, interrogue al entrevistado).

1.) Si es tan amable, podria decirme algo sobre su casa?

	<u>BUENO</u>	<u>REGULAR</u>	<u>MALO</u>	<u>INEXISTENTE</u>
1.) Como son las paredes?	()	()	()	()
2.) Que clase de piso tiene?	()	()	()	()
2a.) En que estado esta?	()	()	()	()
3.) Que clase de cocina tiene?	()	()	()	()
3a.) En que estado esta?	()	()	()	()
4.) Tienen muebles?	()	()	()	()
5.) Tienen agua en la casa?	()	()	()	()
6.) Tienen letrina en casa?	()	()	()	()
7.) Tienen botiquin en casa?	()	()	()	()
8.) Tienen establo para animales?	()	()	()	()
9.) Tienen Jardin?	()	()	()	()
10.) Tienen colmenar?	()	()	()	()
11.) Tienen cepillo de dientes?	()	()	()	()
12.) Tienen libros?	()	()	()	()
13.) Tienen revistas?	()	()	()	()
14.) Tienen zapatos?	()	()	()	()
15.) Tienen utiles de escribir?	()	()	()	()

DATOS DE CLASIFICACION

Nombre _____

DIRECCION: Canton, Municipio y Departamento _____

Edad _____

Sexo _____

Ocupacion _____

Posicion dentro de la familia _____

Nivel socio-economico dentro de la localidad: A/B (); C ();

D ()

Numero de Ficha de la familia: _____

Numero de la Escuela Radiofonica: _____

Distancia en tiempo a la escuela publica: _____

Situacion en la Escuela Radiofonica: GRADUADO ()

ACTIVO ()

RETIRADO ()

Que porcentaje de las clases han asistido entre las 5 y las 5.30 A.M.

y entre las 17.45 y las 19.30 P.M.? _____

Fecha de iniciacion del curso: _____

Fecha en que termino el curso o se retiro: _____